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ABSTRACT

Materials are presented for conducting a workshop on increasing participants' awareness of how to integrate assessment options into a comprehensive plan. A typology for assessment options is provided that includes: (1) paper-and-pencil tests; (2) performance assessments; and (3) personal communications options. Assessment options are discussed in terms of their "fit" with the requirements of Chapter 1 of the Education Consolidation and Improvement Act, including standardized testing, measuring progress on other desired outcomes, and using evaluation information to improve the quality of Chapter 1 programs. Systems for organizing assessment information are described, including observational and attitudinal checklists, anecdotal records, and portfolios. A sample planning document is included, and technical issues are discussed. With regard to length, it is estimated that an overview of the workshop can be presented in 1.5 hours, and that the workshop can be extended with the use of videotapes, additional activities, and planning for a comprehensive assessment strategy. Attachments comprising the greater part of the document include: (1) 46 figures (overheads); (2) several handouts; (3) 7 appendixes of support materials for the various units; (4) a section on aggregating data for desired outcome examples; and (5) a list of 34 references. (SLD)

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INTEGRATING CURRICULUM AND ASSESSMENT: WORKSHOP GUIDE

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Integrating Curriculum and Assessment

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INTEGRATING CURRICULUM AND ASSESSMENT

Purpose: This workshop is designed to increase participants' awareness of how to integrate assessment options into a comprehensive plan. A typology for assessment options is provided and includes (1) **paper-and-pencil tests**, (2) **performance assessment options**, and (3) **personal communication options**. The basis for selecting a particular assessment option is determined by why the assessment is being conducted and what is being assessed. Assessment options are discussed in terms of their "fit" with Chapter 1 requirements, including standardized testing, measuring progress on other desired outcomes, and using evaluation information to improve the quality of Chapter 1 programs.

Systems for organizing assessment information are described, including observational/attitudinal checklists, anecdotal records, and portfolios. An example of a planning document is provided that demonstrates how the three forms of assessment could be incorporated in a comprehensive plan. Finally, technical issues and practical considerations in implementing performance assessments are raised.

Audience: Administrators, teachers

Length: An overview can be provided within one-and-a-half hours. The workshop can be extended with the use of videotapes, extended activities, and planning for a comprehensive assessment strategy.

INTEGRATING CURRICULUM AND ASSESSMENT

INTRODUCTION

The discussion of assessment needs that follows the six National Goals for Education states that "National educational goals will be meaningless unless progress toward meeting them is measured accurately and adequately" (p. 13). Three issues were outlined that need to be resolved for the educational system to do a good job of assessment and reporting: (1) what students need to know must be defined, (2) whether students know it must be determined, and (3) measurements must be accurate, comparable, appropriate and constructive. Assessment measures "must not simply measure minimum competencies, but also higher levels of reading, writing, speaking, reasoning, and problem-solving skills" (p. 15).

Ensuring that students are involved in an appropriate curriculum and receive appropriate instruction not only is key to meeting the National Goals but is also key to meeting the purposes of Chapter 1 to help children:

- Succeed in the regular program.
- Attain grade level proficiency.
- Improve basic and advanced skills.

Whether one examines the National Education Goals, the goals of the Chapter 1 legislation, standards promoted by professional educational organizations (e.g., NCTM, NAEYC), findings from ED studies on effective instruction for the educationally disadvantaged, reports from the business community on the essential skills employers want in the 21st century,[1] or reports from the U.S. Department of Labor on what the workplace requires of schools[2], educators are now receiving a consistent message for improving curriculum and instruction: the 21st century will require students and workers who can think, solve problems, communicate well, work cooperatively, and adapt flexibly.[3] These educational outcomes for students require redefinition of what is meant by "learning," expansion of the way students are assessed, and a different conception of the place of assessment in the educational process.

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[1]Carnevale, A.P., Gainer, L.J., & Meltzer, A.S. (1990). Workplace basics: The essential skills employers want. San Francisco, CA: Jossey-Bass, Inc.

[2]U.S. Department of Labor, Secretary's Commission on Achieving Necessary Skills. (1991). What work requires of schools: A SCANS report for America 2000. Washington, DC: U.S. Government Printing Office.

[3]Refer to support materials, Appendix A for one-page summary samples illustrative of four of these reports.

> If students should be able to analyze, synthesize, interpret, and evaluate facts and ideas, then their progress should be charted by direct performances. If students should write well, they should be tested by reading their writing. If they should be able to solve problems using mathematical knowledge, the assessment must ask them to do it. . . Ascertaining how well these skills have been learned means requiring their use in a meaningful context.[4]

Understanding appropriate curriculum and instruction is a prerequisite to a discussion on appropriate assessment. There is a direct relationship among curriculum, instruction, and assessment and it must be made more explicit: "curriculum and instruction include both the plans for learning and the actual delivery of those plans."[5] Assessment is the identification of formal and informal processes that document student growth toward meeting the goals outlined in the plan. It ensures that students receive the instruction necessary to successfully attain the outcomes, goals, and objectives. For progress to be documented, curriculum, instruction, and assessment must be aligned.

Standardized tests have been pervasive in an era of educational assessment that focused on sorting and ranking students as the primary purposes of assessment. The limitations of multiple-choice tests for classroom assessments have been well-documented, as has their failure to link assessment with recent advances in cognitive and developmental psychology theories of how learning occurs.

The recent focus on "performance assessment"--the systematic observation of student performance in actual learning tasks--responds to the limitations of standardized tests for assessing student performance in the classroom. Performance assessments explicitly link assessment with learning theory and link good assessment with good instruction. They incorporate tasks that have instructional value in themselves, directly assess outcomes of significance, and encourage student responsibility for learning. The broadened vision for performance assessment differs from standardized testing by:

- Integrating assessment and instruction.
- Focusing assessment on the classroom.
- Reducing the separation of educators and assessors (e.g., psychometricians).
- Encouraging student self-assessment.

Test publishers have acknowledged and, to some extent, supported attempts to integrate good assessment and good instruction. Recently, they have tried to make assessments more consistent with good instruction in reading by using longer passages that are of the

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[4]Mitchell, R. (1991). Testing for learning: How new approaches to evaluation can improve American schools. Washington, DC: Council for Basic Education.

[5]Glatthorn, A.A. (1987). Curriculum Renewal. Alexandria, VA: Association for Supervision and Curriculum Development.

type children encounter when reading short stories or expository passages. Some new standardized assessment tools present reading and writing as integrated processes that require students to prepare drafts, reflect and analyze their work, and submit final products.

A comprehensive assessment plan utilizes portions of the assessment options available to develop a true profile for each student. The selection of which options depends on the purposes of the evaluation and what is being evaluated. At all times, assessment needs to be kept in perspective; utilizing those methods and tools most appropriate for the purpose for which they were intended.

ASSESSMENT IN PERSPECTIVE

Distribute handout only after Overhead #10 to facilitate the brainstorming and discussion parts of the workshop.

(Overhead #1)

Assessment

in

perspective

Notes:

Even within instructional contexts, the current focus on performance assessment is not new. In his 1949 test on Basic Principles of Curriculum and Instruction,[6] Ralph Tyler demonstrated the cyclical nature of educational philosophies and maintained that if one's educational philosophy is consistent, he or she is "right" every 20 years.

Tyler wrote that "assessment is as old as education itself. For most of its history, educational assessments consisted of recitations, oral demonstrations, or essays" (p. 108). Only since mid-century has the multiple choice, bubble sheet assessment format guided assessment in public schools. Many private schools and programs for the gifted still use more "thinking formats."

Thus, educators have realized for many decades that one-time assessments of student performance provide limited information and that a more complete picture is provided by lengthier and repeated performances in real-life tasks.

Assessment is often used for accountability purposes. For example, grades on report cards or the percentage correct on a test communicate to other teachers, students, and parents how well students are doing. "Report cards" of comparative student, school or district performance often elicit strong reactions from teachers, parents, school board members or administrators, particularly when the results are used to assess the quality of schools, the quality of instruction, or to make "high stakes" decisions on student eligibility for program participation, school readiness, or promotion/retention. The intensity of these responses is demonstrated by the fact that some groups have formed to either ban testing or promote its use for accountability purposes.

Consider this letter home from a college freshman self-reporting on her progress and hoping to help her parents maintain a "perspective on assessment."

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[6]Tyler, R. W. (1949). Basic principles of curriculum and instruction. Chicago: University Press of Chicago.

Notes:

KEEPING GRADES IN PERSPECTIVE

Dear Mother and Dad,

Since I left for college I have been remiss in writing and I am sorry... I will bring you up to date now, but before you read on, please sit down. You are not to read any further unless you are sitting down. Okay?

Well, then, I am getting along pretty well now. The skull fracture and concussion I got when I jumped out the window when the dormitory caught fire shortly after my arrival here is pretty well healed now. I only spent two weeks in the hospital, and I can see almost normally, and i only get these sick headaches once a day. Fortunately, my jump was witnessed by an attendant at the gas station near the dorm. He was the one who called the ambulance and the fire department. He also visited me in the hospital, and since I had nowhere to live because of the burnt-out dormitory, he was kind enough to invite me to share his apartment. It's really a basement room, but it's kind of cute. He is a very fine boy, and we have fallen deeply in love and are planning to get married. We haven't got the exact date yet, but it will be before my pregnancy begins to show.

I know you will welcome him into our family with open arms. He is kind, and although not well educated, is ambitious.

Now that I have brought you up to date, I want to tell you there was no dormitory fire, I did not have a concussion or skull fracture, I was not in the hospital, I am not pregnant, I am not engaged, and there is no boyfriend in my life.

However, I am getting a D in history and F in science, and I want you to see those marks in their proper perspective.

Your loving daughter,[7]

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[7]Aikman, L. A. (1969, October). A mere matter of perspective. Atlanta Constitution.

(Overhead #2)

ICE SKATING	MATH
School Figures	Short Answer
Short Program	Perform-ance
Long Program	Projects--creative

Lauren Resnick

Performance tasks and assessment are well-established in some professional fields (e.g., sports, photography, music, architecture). Lauren Resnick, a nationally recognized assessment expert, serves on the committees that are exploring alternative means of assessing Chapter 1 programs and draws an analogy to ice skating performance assessment in the Olympics.

To receive a gold medal in the Olympics, a skater is judged not only on basic school figures, but also on the creative evidence of the short and long ice skating performances. An ice skater can perform all the basic figures flawlessly from a technical point of view, but the judges know it takes more than that to be a gold medalist. Ice skaters have to show evidence of their creative abilities by incorporating the basics into a short and long performance. (Note that with the 1992 Winter Olympics, the school figures portion was deleted because it failed to yield much variation among performers and could be assessed by the longer performance.)

No one form of assessment is "best" for every purpose. Rather, all assessment options can contribute to a comprehensive plan.

(Overhead #3)

Desired

Outcomes

How does performance assessment "fit" with Chapter 1? Performance assessments and desired outcomes are a perfect marriage. Federal regulations provide Chapter 1 programs the **opportunity** to select "other desired outcomes" (in addition to the aggregate student performance using norm-referenced achievement tests for students in grades 2-12) that are appropriate for Chapter 1 instructional programs.

For years, educators have suggested that evaluations of Chapter 1 performance should include measures beyond norm-referenced tests. With the 1988 law, desired outcomes made that possible.

A desired outcome should contain four elements: **a goal**--what we want children to learn or accomplish; an **outcome indicator**--what we will use to measure success; a **standard or performance level**--what level of success will show substantial progress toward the goal; and a **time frame**--when we will do and accomplish the above.

At this point, additional information and examples of desired outcomes may be referenced. Please refer to the support materials, Appendix B, of this resource guide.

Notes:

As an introduction to the next brainstorming section or to provide a more in-depth overview of performance assessment, the ASCD videotape entitled Redesigning Assessment[8] could be used. The tape provides an overview of assessment that may help the audience (1) reflect on why classroom assessment needs to be rethought, (2) observe selected performance-based assessments, and (3) examine some of the issues with which teachers struggle as they rethink ways to instructionally assess.

(Overhead #4)

INTEGRATING

CURRICULUM AND

ASSESSMENT

INTEGRATING CURRICULUM AND ASSESSMENT.

In planning for assessment, consideration should first be given to why assessment occurs, what is assessed (curriculum) and, finally, how valid and practical assessments can occur.

(Overhead #5)

WHY?

Why? All who have a vested interest in student learning use the results of classroom assessments in important ways. One reason to assess is to improve the quality of instruction. Why do we assess? Think in terms of your educational program, and your Chapter 1 program, and brainstorm responses to "Why do you assess?"

Break audience into groups of 4-6; have an even number in the front row turn around to an even number in the back. Have groups brainstorm responses to "Why?" One person should serve as recorder in each group and jot responses on a sheet of paper.

Have groups share their responses with you. Note their responses on the blank overhead and begin to categorize as in handout, page 1.

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[8]Association for Supervision and Curriculum Development. (1991). Redesigning Assessment. Alexandria, VA: ASCD.

(Overhead #6)

THE "WHY"

- Teacher uses
- Student uses
- Parent uses
- Other uses

Notes:

First, let's take a look at why we assess. We assess for three consumers--teachers, students, and parents.

Teachers as assessors:

Teachers use assessment to:

- Diagnose student needs.
- Group students for instruction.
- Grade student performance.
- Select students for access to special services.

Each of these decisions directly relates to the quality of instruction. If any is based on misinformation about student achievement, instruction is less likely to be effective.

Teachers often use assessments to inform students about their expectations--to let students know what kind of performance is required to be successful. Assessments are also teaching tools.

Teachers additionally use assessments as classroom management tools. They use the expectation of evaluation and judgment to encourage studying. Teachers also use the sheer power of assessment to reinforce student behaviors, attitudes, values, etc.

Students as self-assessors:

Students are even more important users of assessment results than are teachers. Think for a moment about the role students play in determining the success of schooling:

- Students set personal academic expectations for themselves based on teachers' evaluations of prior achievement.

- Students decide whether they or someone else control their academic well-being and self-esteem based on the relationship between how hard they work and how much they have learned as indicated through assessments.

- Students decide whether, what, when, where, and with whom to study based on feedback from classroom assessments.

Notes:

- If any of these student decisions is based on misinformation about their achievement, poor decisions will be made by students and learning is likely to suffer.

Parents as users of classroom assessment:

Parents set expectations, plan educational resources, set home study environments and assist with instruction based on their understanding of the ongoing achievement of their children. Their understanding comes from feedback from teachers on homework, tests, report cards, and other messages sent home. The decisions parents make about how they will relate to the entire schooling experience of their children obviously are critical to the children's academic well-being.

Other Uses:

Assessment is also used for other purposes, including use by guidance counselors for tracking, appropriate course placement, and vocational planning. Principals use assessment to evaluate teachers and programs, college admissions personnel use it to select potential students, and policy makers use assessment to allocate resources.

(Overhead #7)

W Y T I W Y G

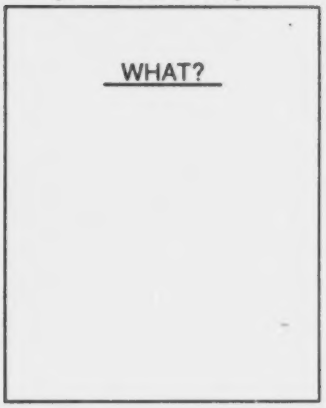
"WYTIWYG"--"What you test is what you get--refers to the tendency for tests to drive what is taught. Rather than spending too much effort worrying about whether teachers teach to the tests, efforts should be made to make the assessments worth "teaching to."

W Y T I W Y G

What you test

is what you get.

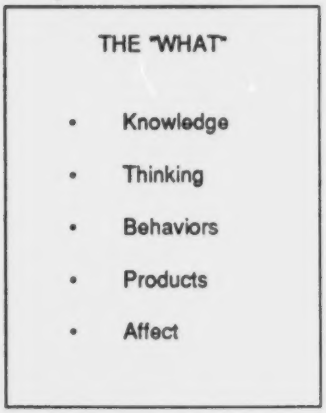
(Overhead #8)



What? What do you assess in your building? ...in your program? Work with your group and brainstorm the "what" of assessment.

Share as a group and note responses on the overhead.

(Overhead #9)



Notes:

Another key to assessment is the teacher's clear vision of what students should achieve or are expected to know. In refining the vision, teachers and administrators must answer this question: What are your students supposed to know, think, and be able to create when instruction is completed?

The "what" of assessment can be categorized into the following achievement-related outcomes:

- Knowledge
- Thinking
- Behaviors
- Products
- Affect

(Overhead #10)

Notes:

How? The "How" of assessment is the major focus of the remainder of this workshop. In addition to knowing why we assess and what we assess, another key to assessment is the knowledge of options available for classroom assessment. Based upon why you assess and what you assess, "how" do you now assess? Work with your group to compile a list of assessment options you are presently using.

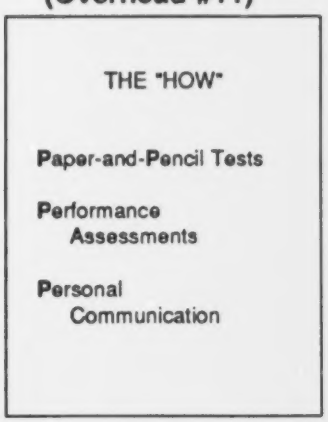
Share as a group and note responses on the overhead.

Pass out handouts at this point.

Please refer to page one in your handout. Take time to compare your responses with the list summarized by Dr. Richard Stiggins' response to the **"Why," "What,"** and **"How"** of assessment.

Do you see your responses reflected on Dr. Stiggins' list? Talk about it briefly with your group and classify your responses according to this schema.

(Overhead #11)

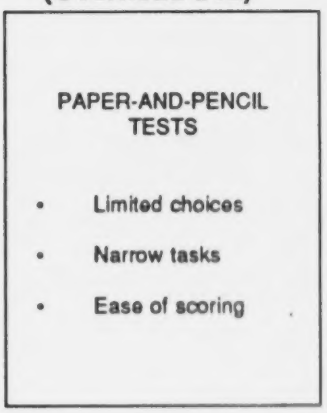


Notes:

In addition to a clear sense of purpose, or why we assess, and a vision of the outcome, or what we want to assess, another key to assessment in the classroom is a thorough sense of the range of assessment options available. These include:

- Paper-and-pencil tests
- Performance assessments
- Personal communication

(Overhead #12)

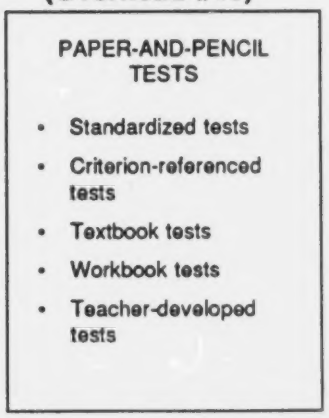


Notes:

PAPER-AND-PENCIL TESTS

Paper-and-pencil multiple choice tests are used as part of Chapter 1 evaluation. This form of assessment is characterized by limited choices, tasks that are rather narrowly defined, and ease of scoring. Paper-and-pencil multiple choice tests are indicators of valued performance tasks rather than valued performance in their own right.

(Overhead #13)



Notes:

Paper-and-pencil options include:

- Standardized tests
- Criterion-referenced tests
- Textbook tests or exercises
- Workbook tests
- Teacher-developed tests (e.g., cloze tests, vocabulary tests, spelling tests)

(Overhead #14)

Rabbits eat

☐ lettuce ☐ dog food

☐ sandwiches

Cohen, M. (1980). First grade takes a test. NY: Bantam Doubleday Dell Publishing Group, Inc.

Notes:

Standardized tests/criterion-referenced tests. An example of the limitations of assessments offering few choices is provided in First Grade Takes a Test. George, a first grader, came across this question on his test. It said:

Rabbits eat

lettuce
dog food
sandwiches[9]

He thought that rabbits have to eat carrots or their teeth will get too long and stick into them. So, George carefully drew in a carrot so the test people would know the "right" answer. To be meaningfully used for instructional purposes, the answers students choose must be examined to understand thought processes.

Many current criticisms of standardized tests focus on their use for purposes for which they were not intended, such as:

- Demonstrating instructional progress.
- Identifying specific student strengths and weaknesses.
- Providing guidance on instructional changes at the classroom level.

Textbook tests/workbook tests/teacher-developed tests. Teachers use many forms of textbook and workbook tests. They also develop many paper-and-pencil assessments, usually in the form of assignments or tests/quizzes. Every day, teachers do some form of assessment to determine student response to instruction that has been provided throughout the day. For some purposes, the efficiency of paper and pencil formats may be appropriate.

In contrast to paper-and-pencil tests, performance assessments directly assess valued tasks. The apparent chasm between traditional tests and performance assessments has narrowed somewhat by test publisher development of writing and reading assessments that focus more intensely on comprehension and other advanced skills and contain longer, more meaningful passages.

If participants ask why standardized tests are used, refer them to their responses to "why" they are assessing and "what" they are assessing. Standardized tests may be an appropriate response to some purposes for testing.

[9]Cohen, N. (1980). First grade takes a test. New York: Bantam Doubleday Dell Publishing Group, Inc.

(Overhead #15)

One-third to one-half of teacher time is spent in assessing students.

Stiggins, R. (1991). Understanding the meaning and importance of quality classroom assessment. Portland, OR: NWREL.

Notes:

PERFORMANCE ASSESSMENT OPTIONS

Research findings indicate that teachers spend as much as one-third to one-half of their available professional time involved in assessment-related activities.[10] Teachers are continually making decisions about how to interact with their students, and those decisions are based on information gathered about students through classroom assessment.

Teachers make decisions every two to three minutes as they teach: what they say, what questions they ask, etc. These assessments are used to help make instructional decisions. The quality of classroom assessment is often unknown because it is so individualized or sometimes unsystematic. Teachers receive virtually no relevant training in classroom assessment as part of their professional preparation. Thus, many teachers report they are uncertain and uneasy about the quality of their assessment of student learning.

(Overhead #16)

Teachers are the key to performance assessment.

Notes:

Teachers are the Key to Performance Assessment. Compare this role to the former nonexistent role of teachers in standardized testing, where teachers were thought to be too biased to assist in the assessment process. Information on performance was rarely shared with teachers. Current thinking concludes that assessment is too important to be left to the psychometricians.

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[10]Stiggins, R. (1991). Understanding the meaning and importance of quality classroom assessment. Portland, OR: NWREL.

(Overhead #17)

ASSESSMENT

Assessment should...

- Be part of instruction.
- Be varied in methods and instruments.
- Focus on a broad range of skills and knowledge.
- Occur continuously.

(Overhead #18)

ASSESSMENT (cont.)

- Be contextualized.
- Be appropriate for students' developmental levels and cultural backgrounds.

Adapted from Teale, W.H., Hiebert, E.H., & Chittenden, E.A. (1987). Assessing young children's literacy development. The Reading Teacher, 40(8), 772-777.

Notes:

What Constitutes Appropriate Classroom Assessment?

Assessment should...

- Be part of instruction. Assessment and teaching go hand in hand; teachers select assessment methods for the kind of information on children's learning they yield.
- Be varied in methods and instruments. Standardized tests are only one approach. Analyses of performance samples and sytematic teacher observations of everyday behaviors are integral parts of the assessment program.
- Focus on a broad range of skills and knowledge. Programs capture a complete view of emerging literacy (concepts about functions and conventions, attempts to write, emergent reading, etc.)
- Occur continuously. The teacher constantly assesses children's behavior informally in order to arrange appropriate activities. Regular systematic assessments are scheduled to ensure that progress is documented over the year.
- Be contextualized. Reading and writing require integration of processes within varying contexts. Assessment should assume several forms within many different contexts.
- Be appropriate for students' developmental levels and cultural backgrounds. Highly constrained procedures may seriously under-estimate the capacities of children whose styles of handling a complex task may not fit the way the task is posed.[11]

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[11]Teale, W.H., Hiebert, E.H., & Chittenden, E.A. (1987). Assessing young children's literacy development. The Reading Teacher, 40(8), 772-777.

(Overhead #19)

Curriculum-

Assessment

Alignment

Notes:

Curriculum-Assessment Alignment: There is no point in implementing performance assessment, however, if students are not provided curricular and instructional opportunities to perform authentic tasks. The lack of congruity among curriculum, instruction and assessment can result in the following:

- Students are assessed on performance tasks (such as writing samples and the use of calculators in solving problems) but have been given little instructional opportunity to develop these skills.
- Students are provided opportunities for authentic instruction but are more narrowly assessed on inauthentic tasks. For example, programs may emphasize comprehension, higher order thinking, and problem-solving, but they may use word recognition, structural word analysis, and/or computation to assess student progress.

(Overhead #20)

CRITERIA FOR
PERFORMANCE TASKS

Essential
Authentic
Rich
Engaging
Active
Feasible
Equitable
Open

Stenmark, J.K. (Ed.) (1991). Mathematics assessment: Myths, models, good questions, and practical suggestions. Reston, VA: National Council of Teachers of Mathematics.

Criteria for Performance Tasks. This list, adapted from one developed by Steve Leinwand and Grant Wiggins, describes important characteristics of performance tasks in reviewing the quality of the curriculum and assessment activities presented to students.

Essential
- The task fits into the core of the curriculum.
- It represents a "big idea."

Authentic
- The task uses processes appropriate to the discipline.
- Students value the outcome of the task.

Notes:

Rich
- The task leads to other problems.
- It raises other questions.
- It has many possibilities.

Engaging
- The task is thought-provoking.
- It fosters persistence.

Active
- The student is the worker and decision maker.
- Students interact with other students.
- Students are constructing meaning and deepening understanding.

Feasible
- The task can be done within school and homework time.
- It is developmentally appropriate for students.
- It is safe.

Equitable
- The task has known criteria for performance assessment.
- The task develops thinking in a variety of styles.
- It contributes to positive attitudes.

Open
- The task has more than one right answer.
- It has multiple avenues of approach, making it accessible to all students.[12]

[12]Stenmark, J.K. (Ed.) (1991). Mathematics assessment: Myths, models, good questions, and practical suggestions. Reston, VA: National Council of Teachers of Mathematics, Inc.

PERFORMANCE OPTIONS

(Overhead #21)

PERFORMANCE OPTIONS

- Written communication
  - Writing samples
  - Journals
  - Learning logs
- Oral presentation
  - Retelling stories
  - Speeches
  - Oral reading
- Projects/products
- Simulations/ demonstrations

A variety of performance-based options are available, as the partial list on the overhead shows. Performance-based options provide a **systematic observation of student performance**.

Each performance-based option will be briefly discussed and examples will be offered.

Written Communication

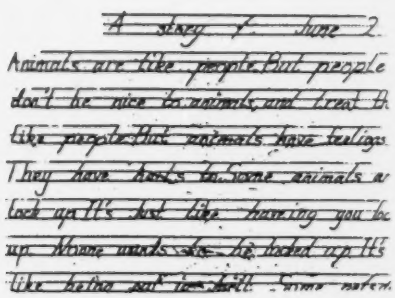
Writing Samples. Writing samples of student work can be used to demonstrate progress in writing over a period of time. Samples can represent different kinds of writing (e.g., fictional stories, personal narratives, informational pieces to go along with a theme being studied in the classroom or writing about assigned topics).

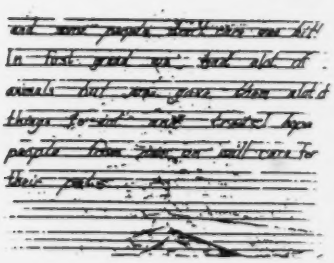
Reference to the "Markers of Control of Language Checklist" found in support materials, Appendix C may be made at this time. This checklist, based on Cambourne & Turbill's research article in the Elementary School Journal, "Assessment in Whole-Language Classrooms: Theory into Practice," provides a way to assess both written and spoken language.[13]

It contains the following areas for assessment:

- *Sense of audience when communicating*
- *Conventions appropriate to language contexts*
- *Use of a range of registers*
- *Vocabulary acquisition and use appropriate to context*
- *Control of grammatical options*
- *Sentence complexity*
- *Range and number of conjunctions used*
- *Confidence in using language in different language contexts*
- *Comprehension of what has been heard or read*

Participants may be asked to take a few minutes to talk with their neighbors about how they might use the "Markers of Control of Language Checklist" to analyze the sample of student's writing which is also in Appendix C.





[13]Cambourne, B, & Turbill, J. (1990). Assessment in whole-language classrooms: Theory into practice. The elementary School Journal, 40(3), 337-349.

Notes:

Participants may have discussed the following:

- *Use of a range of registers--use of appropriate organizational structure. This sample has a good main idea sentence at the beginning of the story.*
- *Vocabulary acquisition and appropriateness for context--even though some are approximations, like "harts" for "hearts."*
- *Control of conventions--punctuation, capital letters, etc.*

(Overhead #22)

SCORING CRITERIA
FOR WRITING
ACHIEVEMENT

6 Exceptional
5 Commendable
4 Adequate
3 Some Evidence
2 Limited Evidence
1 Minimal Evidence

Cheong, J. (1991). California Learning Record, a component of Portfolio Assessment and Chapter 1, funded by the Compensatory Education Office, California Department of Education.

Scoring Criteria for Writing Achievement. The California Learning Record achievement criteria is included in your handout. Two samples of students' writing--one scored as a "4" (adequate achievement) and one scored as a "1" (minimal evidence of achievement) are provided.[14]

As you may be aware, many scoring systems for writing exist. No one system is applicable to all situations, and staff training is necessary with all of these systems to make them reliable. However, the use of writing samples should not be limited to the highly technical scoring that attempts to approximate norm-referenced assessment.

Notes:

If participants wish to pursue writing assessment in more detail, the following training tapes may be of interest:

- *Writing Assessment: Issues and Answers (67 minute tape)*
- *Writing Assessment: Training in Analytical Scoring. (103 minute tape).*[15]

In the handout is another example of a comparable scoring scale used in mathematics to evaluate strategies students use to understand a problem, plan a solution, and obtain an answer.

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[14]Cheong, J. (1991). Portfolio assessment and Chapter 1. Handout prepared for the 1991 National Conference of State Chapter 1 Coordinators, Nov. 4-7, 1991. San Francisco: Far West Laboratory for Educational Research and Development.

[15]Stiggins, R. (1991). Writing assessment: Issues & answers and Writing assessment: Training in analytical scoring. Los Angeles, CA: IOX Assessment Associates.

Journals. Journals allow students to express their thoughts, ideas, and feelings in writing. Journals can be used to document a student's progress--to show the teacher, student, and parent(s) the growth a child has made.

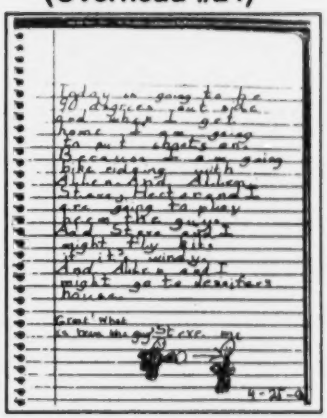
(Overhead #23)

Show Tommy's examples at the beginning of the year and at the end of the year, pointing out the growth and change.

What growth can be noted?

- Idea of a paragraph.
- Longer sentences are used.
- More thoughts are conveyed.

(Overhead #24)



(Overhead #25)

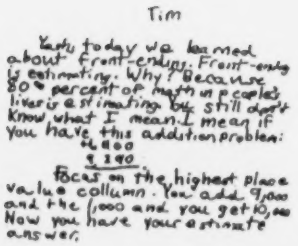
Learning logs are used for synthesizing, evaluating and converting information in all content areas.

Learning Logs. Learning logs are often used to assess learning in content areas and student's metacognitive functioning. Students may be asked to actively assess their own learning by answering in written form any of the following questions:

- What did I learn today?
- What puzzled or confused me?
- What would help to clarify things for me?
- What did I enjoy, hate, and/or accomplish in class today?
- How did I learn from the discussion or lesson?
- How was my performance in class?

(Overhead #26)

Learning logs promote student self-assessment and metacognitive strategies. *Show the example of a learning log in which a student was asked to synthesize and explain a mathematics concept.*[16]


Tim

Today today we learned about Front-ending. Front-ending is estimating. Why? Because 80% percent of math in people lives is estimating but still don't know what I mean. I mean if you have this addition problem:
4,800
+ 2,190
Focus on the highest place value collumn. You add 4,000 and the 2,000 and you get 10,00 Now you have your estimate answer.

The students had been taught "front end estimating" in which only the greatest place values are used to arrive at an estimated sum. The teacher asked them to write a letter to a student in another fourth-grade classroom to explain this concept of estimating.

By explaining and writing about the new math concept, students reaped dual rewards in the form of a more in-depth understanding of a new concept and improved writing skills. The teacher gained benefits from their writing, too. It opened a window, allowing the teacher to look into their minds and discover what each had learned that day and what needed to be taught the next day. The same thinking skills that helped them become better writers helped them become better mathematicians as well. Both the teacher and students obtained more understanding from this learning log entry than would have been obtained from a completed worksheet of problems.

Oral Presentation

Retelling Stories. One way to systematically assess student performance is through retelling of narrative and/or expository stories.

The handout entitled "The Communication Process," provides a procedure for assessing retelling and describing criteria for assessment[17].

Speeches. Speaking is one aspect of functional communication, and is a major means of teaching and learning oral and written language. Several handouts are provided that begin to describe some of the elements of effective speaking.[17] They include:

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[16]Fiderer, A. (1986). Math-writing and thinking. Activities to promote critical thinking, Golub, I. (Ed.) Urbana, IL: National Council of Teachers of English, p. 148.

[17]Last, E., & DeMuth, R. J. (1990). Classroom activities in listening and speaking. Madison, WI: Wisconsin Department of Public Instruction.

Notes:

- "Speaking Assessment Criteria--Delivery"
- "Organization"
- "Informative Communication"

Oral Reading. Evaluating the quality of oral reading or oral delivery is another example of a performance assessment option. The handout provides an example of an oral reading evaluation, entitled "Poetry or Prose Reading Evaluation Sheet."[18]

Projects/Products

"A product is the tangible and stable residue of a *performance* and the *process* that led to it."[18] Products and projects represent knowledge in use and require students to integrate and synthesize learning within a context, while considering the effect of the product on its intended audience. In addition to assessing a product or project, the process leading to its development may also be assessed. The process should be evaluated separately from the product or project; however, in evaluating the project or product, the emphasis should be on the final performance.

Documentation for a performance task that requires researching a topic, Sample Performance Tasks, is included in the handout. The description of this fifth grade inquiry task is accompanied by scoring rubrics for the process (research strategies) as well as the product (visual presentation, oral presentation, and written report).[18]

Simulations/Demonstrations

Performance assessments can also be simulations or demonstrations that require students to replicate a process, a situation, or demonstrate knowledge in use. When students become involved in practical demonstrations or simulations, assessment becomes natural and almost invisible. During the simulation or demonstration, assessment activities are part of the process and may or may not result in recordable information. Examples of simulations or demonstrations may include simulating an economy or local government or demonstrating knowledge of science principles.

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[18]Wiggins, G. (1991). Assessment glossary. Standards, not standardization, Vol. I. (A video and print curriculum). Stow, MA: Greater Insights Productions, p. 9.

Assessment may include scoring their understanding of supply and demand, estimating, etc.

An example of students and teachers demonstrating their system of research, presentation, and assessment of math and geometry knowledge using exhibitions and fairs can be shown at this point. The videotape, Standards, Not Standardization, provides actual student presentations.

(Overhead #27)

PERSONAL COMMUNICATION OPTIONS

- Oral
  - Questions
  - Interviews
  - Conferences
  - Discussions
- Interaction
  - Student/teacher
  - Student/student
  - Teacher/students

PERSONAL COMMUNICATION OPTIONS

Personal communication options for assessment differ in that they involve oral communication between the teacher and student or among students. Personal communication can be well planned and purposeful or may be more open-ended discussions.

Personal communication options include:

- Instructional questions
- Interviews
- Conferences
- Discussions

(Overhead #28)

INSTRUCTIONAL QUESTIONS

- ReQuest
- QAR

Oral/Interaction

Instructional Questions. Effective questioning is one of the best ways to integrate assessment with instruction. The ReQuest procedure is an example of a strategy that utilizes reciprocal questioning between the teacher and student and between students. Instead of rapid-fire questions that intimidate students, reciprocal questioning supports student risk-taking. The student and the teacher silently read sections of a selection and then take turns asking and answering each other's questions about that selection. The teacher's function is to model good questioning strategies and to provide feedback to the student about his or her questions.

The ReQuest procedure provides assessment information. By noting the kinds of questions the student asks for each kind of text structure, the teacher can determine whether the student comprehends. Through teacher modeling of good questioning, the student gains insight into how good readers ask themselves questions as they read. In addition, the procedure encourages the exchange of content information and the exchange of ideas.

Notes:

QAR (Question-Answer Relationship) is another procedure to assess students' ability to answer comprehension questions by providing students a systematic means for analyzing task demands of different probes. Students analyze four possible locations for answers to questions:

- In the book
- Think and search (where the answer is in the story but students need to put together different story parts to find it)
- In my head (where the answer is not in the story per se, but the student makes inferences)
- On my own (where the answer is not in the story and you can answer the question without even reading the story)

A two-page summary of both ReQuest and QAR is provided in the handout. Following this is the "Cueing Bookmark". The Cueing Bookmark is so-named because it can be folded into a bookmark and used as a guide when students read a story. It can be used to help formulate questions at different levels during reading. Teachers can use the Cueing Bookmark to assess the level of questions students ask during the reading.[19]

Presenter may also refer to the set of focus questions on math problem-solving contained in the handout entitled "Student Reports: Focus Questions" to demonstrate possible extensions of instructional questions in mathematics.

[19]McTighe, J., & Lyman, F. T. (1988). Cueing thinking in the classroom: The promise of theory-embedded tools. Educational Leadership, 45(7), 18-24.

Notes:

Interviews/Conferences. Another method that can be used effectively to assess student achievement is one that is often used with parents, but infrequently with students--interviewing or conferencing with students.

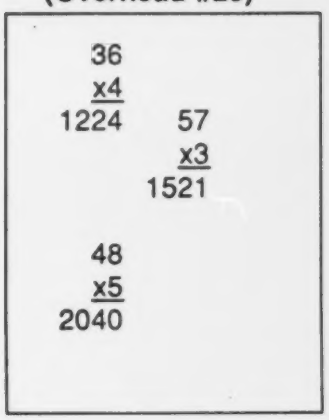
Guidelines and samples for effective interviewing are provided in the handout, including:

- When and how a structured interview should be used.
- Interview plan (fifth grade) math.
- Reading strategies interview questions.

Interviews can yield helpful information regarding strategies students utilize before, during, or after instruction. Interviews can be structured or unstructured dialogue with a student in which the student reports his or her reaction or response to a question or questions. Depth of student understanding can be obtained through interviews and provides the teacher with specific information on what strategies the student correctly or incorrectly used on a performance task.

Each of these samples may be discussed in more detail. Additionally, the videotape entitled A Look at Children's Thinking[20], video I, may be shown to demonstrate how teachers can structure an interview to reveal students thinking and look more closely at what they do or do not understand.

(Overhead #29)



As this example on the overhead indicates, a teacher could conclude from the written answers that partial products were recorded from right to left but the student failed to understand "regrouping." When the student was asked to verbalize his thinking, he stated, "First I multiply 4 times 6. The answer is 24. I write down 4 and carry the 2 tens. Then I multiply 4 times 3 tens. The answer is 120 tens. I add the 2 tens from before and I write down 122 tens." The explanation for the next item was similar. The student understood "regrouping" but added an additional unnecessary step. It is sometimes difficult to assess understanding from responses alone and teacher guesses may be incorrect.[21]

[20]Richardson, K. (1990). A look at children's thinking, (Video I), Assessment Techniques: Beginning Number Concepts. Norman, OK: Educational Enrichment, Inc.

[21]Liedtke, W. (1988) Diagnosis in mathematics: The advantage of an interview. Arithmetic Teacher, 36(3), 26-29.

Notes:

The handout, entitled "Strategies for Responding to Reading as Writers" also provides examples of several types of conferences that may be initiated, including:

- Author's chair conferencing--students present their own writing to their peers.
- Reading and writing in progress conferences--students may seek information regarding the content of their assignment, how to begin, etc.
- End of book conferences--the reader/writer summarizes the piece or reads interesting sections.
- Peer author conferences--the student who authored the reading is questioned by peers.[22]

Discussions/Conversations. The purpose of conversational discussions is to create a non-threatening environment that facilitates the sharing of information, the determination of what students understood from a reading selection and what meaning it has for them, and student exploration of ideas.

These discussions arise in response to the question, "What if classroom discussions were more like conversations, more like the sorts of discussions people have over coffee, after seeing a movie, or reading a book?" One way to utilize discussions for assessment is to have students develop their own rules for discussion.

(Overhead #30)

EXAMPLES OF DISCUSSION RULES

One at a time
If you say yes/no state why
Stay on the subject
Ask each other questions when someone is quiet
Don't hog the floor
Let other people talk
When you are ready, ask me (the teacher) to return
Back up your ideas with the story
Back up your own ideas with your own experiences

Examples of Discussion Rules for Assessment. One student group developed rules for all to follow so accurate and reliable assessments of performance can be made:

- One at a time
- If you say yes/no, state why
- Stay on the subject
- Ask each other questions when someone is quiet
- Don't hog the floor
- Let other people talk
- When you are ready, ask me (the teacher) to return
- Back up your ideas with the story
- Back up your own ideas with your own experience

[22]Tierney, R.J., Readence, J.E., & Dishner, E.K. (1990). Reading strategies and practices: A compendium. Boston, MA: Allyn and Bacon, Inc.

SYSTEMS FOR RECORDING INFORMATION

(Overhead #31)

SYSTEMS FOR RECORDING INFORMATION

- Checklists
- Anecdotal Records
- Miscue Analysis/ Running Records
- Portfolios of Work

Notes:

The language describing performance assessment is in a developmental stage. A key distinction to be made, however, is between "performance assessments" themselves and "systems for recording information" obtained from performance assessments.

Examples of systems for recording performance information include the following:

- Checklists
- Anecdotal Records
- Miscue Analysis/Running Records
- Portfolios of Work

Checklists

Checklists consist of a series of statements about performances that are expected to occur. The development of checklists for recording the results of observations of performance is often time-consuming. For this reason, many examples relevant to Chapter 1 are contained in the handout and include the following:

Self-assessment inventory for problem-solving attitudes--two examples of a way to get students involved in assessing their own progress in problem solving.[23]

Problem-solving observation rating scale--a way for teachers to systematically record observations about students' problem-solving abilities.[23]

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[23]Charles, R., Lester, F., & O'Daffer, P. (1987). How to evaluate progress in problem-solving. Reston, VA: National Council of Teachers of Mathematics.

Notes:

Reading development checklist--This is a good method for teachers to record observations about students ability to use higher order strategies in reading. For example:

- Beginning Reader: Can make meaningful predictions using context and syntax.
- Developing Reader: Makes meaningful substitutions when reading.
- Independent Reader: Self-corrects when reading does not make sense.

Problem-solving observation checklist--This is a way to systematically record teacher observations of student performance.[24]

***Markers of control of language checklist**--If this checklist was utilized under the writing sample portion of the presenter's guide (p. 15), reference to it as an example of a checklist may be reiterated at this time. It is an example appropriate for young children in a whole language classroom. The checklist records observations using a rating scale that varies from "absence of use," "inconsistent use or approximation," and "consistent use."*

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[24]Charles, R., Lester, F., & O'Daffer, P. (1987). How to evaluate progress in problem-solving. Reston, VA: National Council of Teachers of Mathematics.

(Overhead #32)

ANECDOTAL RECORDS

- Date
- Description of setting
- Record of observation
- Synthesis

Notes:

Anecdotal Records

Anecdotal records are factual descriptions of observed activities. They are well-suited to recording spontaneous events or incidents. Anecdotal records should contain the following:

- Date--a record of when the student performance occurred.
- Description of setting--a description of the circumstances under which the student performance occurred.
- Record of observation--a clear, complete description of the student performance observed, which may include facial expression, body language, and other indicators of affect.
- Synthesis--an explanation of why the observation is significant, and what was learned about the student as a result of the observation.

(Overhead #33)

EXAMPLE OF AN ANECDOTAL RECORD

Case Study 1 - Adrian (Year 5)

2/15 Observed during retelling activity. A's predictions were good, his actual retelling well-sequenced, sensitive, some good vocab., no punct.!!!

2/22 Observed while working on activity involving information for "Stone-Age Man" task. Skim-read for information. First time I knew he knew how to do it.

2/25 Had brief reading conference with A. Reading *First Fleet.* Nonfiction. Says he enjoyed the illustrations, says he chose it for the humor.

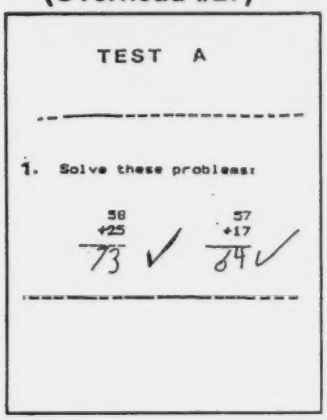
This example of an anecdotal record is provided in the handout.

Notes:

Miscue Analysis/Running Record

The miscue analysis allows the observer to record students' interaction with text so that it can be recreated and analyzed. Students' efforts to construct meaning, to self-correct, and to seek help are all recorded so that patterns of development may easily be seen. *The running record developed by Marie Clay is one form of miscue analysis. Please refer to support materials, Appendix D, for additional information on a running record.*

(Overhead #27)



Test A. The following is a parallel example of miscue analysis for mathematics. Common error patterns--such as errors related to place value, renaming or regrouping errors, incorrect order of steps in a procedure, basic fact errors, reversals, and recording errors--can be easily identified.

The example on the transparency shows the work of a child who does not understand place value and regrouping.

Thus, the nature of the task may be similar to those on standardized tests--but the thoughts of the student obtained through personal communication tie it to an instructional opportunity.

Notes:

Portfolios

A portfolio is a systematic, representative collection of a student's work, and may contain samples of best work, finished pieces, and/or work in progress. Portfolios can serve the purposes both of documentation of student work and of evaluation of student progress over time. They also facilitate student self-assessment, as students are involved in selecting works according to criteria established for inclusion. Scoring rubrics such as the analytic scoring scale may be applied to the works in a portfolio for purposes of evaluation.

Portfolios have been used in other fields--commercial art, modeling, and photography--to showcase achievements. They are a good way to get students, teachers, and parents involved in reflecting upon the progress of the students.

Both the writing sample and the analytic scoring scale could be kept in a portfolio to show progress in performance over time.

(Overhead #34)

PORTFOLIO

- Authentic
- Samples
- Planned focus
- Instructional planning

In the handout, a brief overview is provided of the portfolio approach to assessment taken from an article by Valencia in The Reading Teacher.[25]

- Portfolio assessment is authentic; a continuous, ongoing process; multi-dimensional; and collaborative.
- A portfolio contains samples of student work, teachers' observational notes, student self-evaluations, and progress notes.
- Portfolios must have a planned focus, guidelines for determining their content, and a procedure for management and accessibility.
- Portfolios can be used for planning instruction, for collaborating and conferencing with students, for conferencing with parents, and as a part of cumulative records.

(Overhead #35)

PORTFOLIO

Desired Outcome:

Chapter 1 students in grades 6-8 will write at a district specified criterion level and will select two of their final written products (i.e, story, observation, biographical sketch, poetry, dialogue, essay, and report). This will be measured by their performance on the district's direct writing assessment. 75% of those students receiving a score of 2 or below the previous year will achieve a score of 4 or better.

Portfolio--Desired Outcome. The handout, entitled "Portfolio Assessment," shows how a desired outcome related to portfolio assessment might be written and incorporated into a comprehensive assessment program.

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[25]Valencia, S. (1990). A portfolio approach to classroom reading assessment: The whys, whats, and hows. The Reading Teacher, 43(4), 338-340.

(Overhead #36)

READING

PORTFOLIO

CONTENTS

Notes:

Reading Portfolio Contents. Experts differ as to what to include in a portfolio. The handout shows the typical contents of a reading portfolio including:

- User guide or cover letter explaining organization and selection criteria
- Running records
- Lists of books read
- Favorite books, poems chosen by student
- Response logs to reading
- Literature extensions
  - semantic webs
  - time lines
  - drama scripts
  - illustrations
- Audio tape of reading
- Notes from individual reading conferences
- Reading attitude survey
- Speaking/listening checklists

Teachers, administrators, and parents should collaborate on what to include in the portfolio.

All related literature recommends that a user guide or cover letter be used with the portfolio to explain the organization and selection criteria used to select its contents. This user guide or cover letter should be compiled with student input so portfolios make good use of self-assessment to show progress.

(Overhead #37)

WRITING

PORTFOLIO

CONTENTS

Notes:

Writing Portfolio Contents. The second half of the handout entitled Writing Portfolio Contents, shares some typical contents of a writing portfolio, including:

- User guide or cover letter explaining organization and selection criteria
- Writing pieces in process
- Finished samples that illustrate wide writing
  - persuasive
  - letters
  - poetry
  - nonfiction directions/descriptions/instructions
  - original stories
- Published books
- Favorite writing chosen by student
- Examples of writing across the curriculum
  - reports
  - journal entries
  - literature logs
- Writing responses to literary components
  - plot
  - setting
  - point of view
  - character development
- Notes from writing conferences
- Self-evaluations

(Overhead #38)

DECISIONS FOR IMPLEMENTING PORTFOLIOS

What will it look like?

What goes in?

How and when are materials selected?

How and when will the portfolio be evaluated?

How will the portfolio be passed on?

Decisions for Implementing Portfolios. Important issues must be discussed if your school and/or district is going to use portfolios in an assessment plan.

If time permits, participants can begin to answer these questions. A copy of the questions is included in the handout.[26]

(Overhead #39)

PORTFOLIOS INVOLVE THREE SHAREHOLDERS

- Teacher
- Student
- Parent

Portfolios Involve Three Shareholders (Teacher - Student - Parent). Parents need to be informed about the use of portfolios and how to discuss their contents with their children. Informing parents at parent/teacher conferences is a good use of portfolios.

The handout contains an example of a survey for parents to complete in response to the portfolio.[27]

Overviews of Chapter 1 reading and math portfolios from Hawaii are included as part of the handout, and the page that follows is an example of a first grade language arts portfolio from Alaska. Examples were developed by Chapter 1 programs.

At this point, actual examples of schools implementing portfolios may be provided and are illustrated in the last 10 minutes of Tape A, Wiggins, G. (1991). Standards, not standardization. Stow, MA: Greater Insights Productions. Volume I, Rethinking Assessment.

Notes:

[26]Vavrus, L. (1990). Put portfolios to the test. Instructor, 100(1), 48-53.

[27]Lancaster-Lebanon School District, Lancaster-Lebanon, PA. Sample distributed at the 1991 IRA convention in Las Vegas, NV.

(Overhead #40)

COMPREHENSIVE ASSESSMENT

- Why
- What
- How

Notes:

COMPREHENSIVE ASSESSMENT

The new era of assessment encourages the integration of instruction and assessment in a comprehensive plan that places less emphasis on large-scale assessment and increased emphasis on classroom assessment and student self-assessment. Not all forms of assessment require written records of performance, but a comprehensive plan should identify:

- Why are you assessing?
- What is to be assessed?
- How is it assessed?

(Overhead #41)

Matching

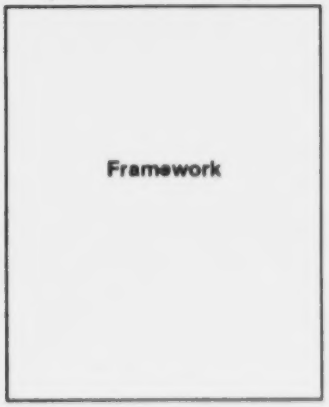
Attributes

to

Methods

To help participants develop a comprehensive plan of assessment, the following matrix may be used. If additional time is available, participants may work in teams to begin using the planning matrix entitled "Matching Attributes to Methods" (in support materials, Appendix E). This matrix, specific to reading, facilitates the matching of attributes of a good strategic reader to assessment methods.

(Overhead #42)



Another alternative for team planning is the framework for assessment and evaluation (in support materials, Appendix F). This framework follows the organization of the workshop; i.e., paper and pencil, performance-based, and personal communication. An example for both reading and math is provided. The blank form can be utilized by the teams to begin developing their school's framework for assessment and evaluation.

Incorporating a variety of assessment options in a comprehensive plan raises a host of technical issues and practical considerations that have yet to be resolved.

Technical Issues

Technical issues raised by the use of performance options and personal communications options differ from technical criteria typically applied to paper-and-pencil options. For example, guided by the field of psychometrics, standardized tests were evaluated on the basis of:

- **Objectivity** (e.g., the design and scoring of a test must be free of subjective bias).
- **Validity** (e.g., the test must measure what it is supposed to measure and not some other concept, as sometimes occurred where tests of problem-solving proved to be measures of reading ability).
- **Reliability** (e.g., the same answers produce the same score regardless of how and when the test is scored) (p. 23).[28]

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[28]Mitchell, R. (1991). Testing for learning: How new approaches to evaluation can improve American schools. Washington, DC: Council for Basic Education.

Notes:

Standardized tests have been criticized for overemphasizing reliability at the expense of validity and for too-narrowly defining validity.[29] Alternatively, performance assessments are generally considered to be more valid measures of outcomes of significance but pose more problems in terms of reliability (e.g., greater concerns about consistency in the comparative difficulty of performance tasks, consistency in teachers' ratings, and consistency in measures over time).

"Skeptics will question the value of new assessments," Linn says, "and will ask to see the evidence that shows that they are worth the cost, both in terms of dollars and level of effort." But what sort of evidence is needed, and by what criteria should these alternatives to current standardized tests be judged?" (p. 16)[29]

(Overhead #43)

TECHNICAL ISSUES

- Cost
- Efficiency
- Comparability
- Bias
- Fairness
- Generalizability

Linn points out that "alternative" assessments require expanded technical criteria:

Cost: Is the cost of the assessment justifiable in terms of the information yielded?

Efficiency: How much time will be spent "polishing" portfolios? Will the breadth of assessment activities be compromised by the overemphasis on a few entries?

Comparability of assessments from year to year: How will substantial progress be shown given the oftentimes more limited range of scores?

Extent to which the rater and performer understand the basis on which performance will be judged: Do ratings reflect the performer's true capabilities or are they a function of rater biases?

Fairness: Are students provided instructional opportunities for learning the "what" of assessment, (e.g., if writing is assessed, is the curriculum rich in opportunities for developing writing skills; if calculators are used in assessment, are they also used in instruction)?

Generalizability: Are the specific assessment tasks generalizable to the broader domain of achievement? Do knowledge and skills demonstrated transfer to successful performance on other tasks (e.g., are tasks too situation- and context-specific to transfer to other valued tasks)?

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[29]Linn, R.L., Baker, E.L., & Dunbar, S.B. (1991). Complex, performance-based assessment: Expectations and validation criteria. Educational Researcher, 20(8), 15-21.

Notes:

Practical Considerations

Practical considerations are also raised in developing a comprehensive plan for assessment:

Will administrators, teachers, students and parents accept the expanded role of teachers in assessment?

How will time be allowed for teachers and administrators to plan for a comprehensive assessment and come to a consensus on the criteria to be employed?

Are we prepared to undertake the teacher training that will be part of the new assessment plan? In an economically "tight" era, how can policy makers be convinced of the value of related expenditures?

Are staff members available to provide assistance to teachers in developing and implementing alternative assessment strategies?

Who will develop a record-keeping system and provide an easy means for teachers to record assessment data?

Are district policies (e.g., grading policies) consistent with sound assessments?

Aggregating Performance Assessments

If time permits, participants may want to pursue a means for aggregating data based on several of the checklist examples mentioned earlier. Appendix G in the support materials provides several examples of data aggregation forms that correspond to the "Problem-Solving Observation Rating Scale," "Problem-Solving Attitudes" scale, "Markers of Control of Language Checklist" (if used), as well as teacher assessment of Chapter 1 student experience as a reader. Participants can be asked to discuss these tools and methods of aggegation as they relate to their own desired outcomes and assessment needs.

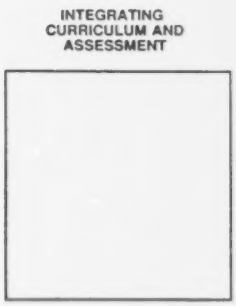
(Overhead #44)

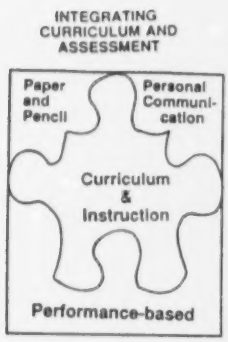
Putting It All Together. *Use the puzzle as the analogy.*

The piece of the puzzle that ties all options together is **curriculum and instruction**. Students must receive the instruction necessary to successfully attain the outcomes and meet the goals and objectives important to their overall success. In order for progress to be made and documented, curriculum, instruction, and assessment must be aligned.

cut and paste both overheads here

(Overhead #45) &
(Overhead #46)





Assessment in perspective

ICE SKATING	MATH
School Figures	Short Answer
Short Program	Perform-ance
Long Program	Projects--creative

Lauren Resnick

Desired

Outcomes

INTEGRATING CURRICULUM AND ASSESSMENT

WHY?

THE "WHY"

- Teacher uses
- Student uses
- Parent uses
- Other uses

WYTIWYG

W Y T I W Y G

What you test

is what you get.

WHAT?

THE "WHAT"

- Knowledge
- Thinking
- Behaviors
- Products
- Affect

HOW?

THE "HOW"

Paper-and-**P**encil Tests

Performance Assessments

Personal Communication

PAPER-AND-PENCIL TESTS

- Limited choices
- Narrow tasks
- Ease of scoring

PAPER-AND-PENCIL TESTS

- Standardized tests
- Criterion-referenced tests
- Textbook tests
- Workbook tests
- Teacher-developed tests

Rabbits eat

☐ lettuce ☐ dog food

☐ sandwiches

Cohen, M. (1980). First grade takes a test. NY: Bantam Doubleday Dell Publishing Group, Inc.

One-third to one-half of teacher time is spent in assessing students.

Stiggins, R. (1991). Understanding the meaning and importance of quality classroom assessment. Portland, OR: NWREL.

Teachers are the key to performance assessment.

ASSESSMENT

Assessment should:

- **Be part of instruction.**
- **Be varied in methods and instruments.**
- **Focus on a broad range of skills and knowledge.**
- **Occur continuously.**

ASSESSMENT (cont.)

- Be contextualized.

- Be appropriate for students' developmental levels and cultural backgrounds.

Adapted from Teale, W.H., Hiebert, E.H., & Chittenden, E.A. (1987). Assessing young children's literacy development. The Reading Teacher, 40(8), 772-777.

Curriculum-

Assessment

Alignment

CRITERIA FOR PERFORMANCE TASKS

Essential
Authentic
Rich
Engaging
Active
Feasible
Equitable
Open

Stenmark, J.K. (Ed.) (1991). Mathematics assessment: Myths, models, good questions, and practical suggestions. Reston, VA: National Council of Teachers of Mathematics, Inc.

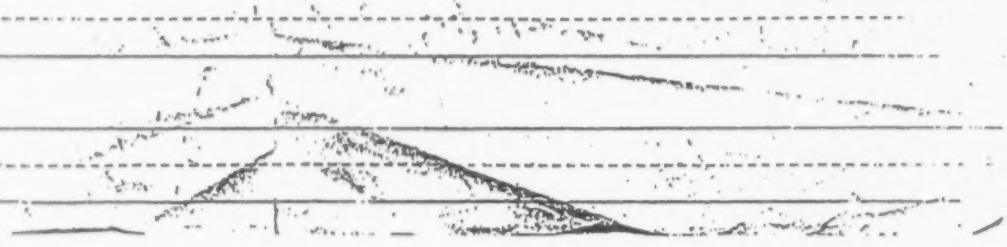
PERFORMANCE OPTIONS

- Written communication
  - Writing samples
  - Journals
  - Learning logs
- Oral presentation
  - Retelling stories
  - Speeches
  - Oral reading
- Projects/products
- Simulations/ demonstrations

A story / June 2

Animals are like people. But people
don't be nice to animals, and treat the
like people. But animals have feelings t
They have harts to. Some animals are
lock up. It's just like haveing you lock
up. Noone wants to be locked up. It's
like beling put in jaill. Some pets di

and some people don't care one bit!
In first gread we had alot of
animals but we gave them alot of
things to eat and treats. I hope
people from now on will care for
their pets.



SCORING CRITERIA FOR WRITING ACHIEVEMENT

6 Exceptional

5 Commendable

4 Adequate

3 Some Evidence

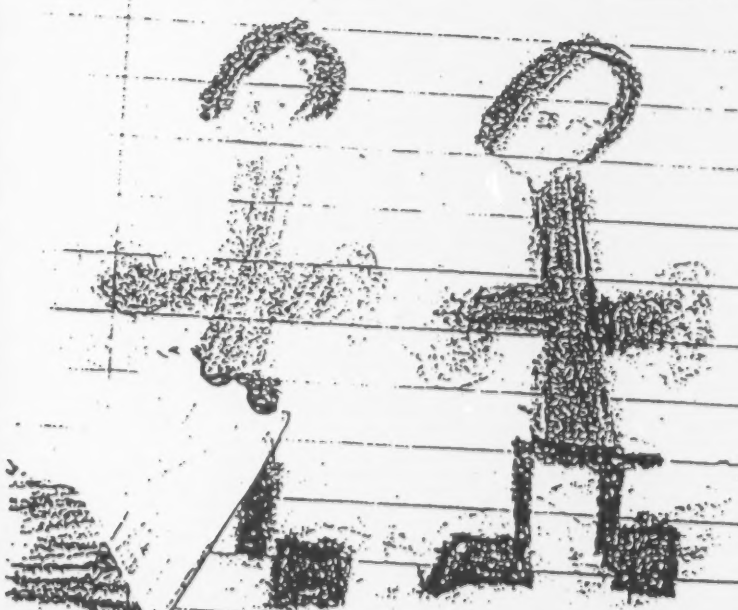
2 Limited Evidence

1 Minimal Evidence

Cheong, J. (1991). California Learning Record, a component of Portfolio Assessment & Chapter 1, funded by the Compensatory Education Office, California Department of Education.

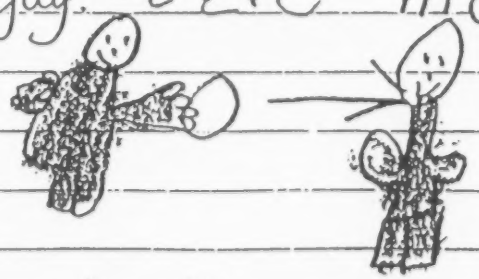
This weekend I played at home outsied. 9-5-89

How fun!



Today is going to be 90 degrees out side and when I get home I am going to put shorts on. Because I am going bike rideing with Allen. And Allen, Stevey, Hecter and I are going to play beem the guy. And Steve and I might fly kits if it's windy. And Allen and I might go to Jennifer's house.

Great! What is beem the guy? Steve me



4-25-96

Learning logs are used for synthesizing, evaluating and converting information in all content areas.

Tim

Yash, today we learned about front-ending. Front-ending is estimating. Why? Because 80% percent of math in people's lives is estimating. You still don't know what I mean. I mean if you have this addition problem:

$$\begin{array}{r} 4,400 \\ +\ 9,290 \\ \hline \end{array}$$

Focus on the highest place value collumn. You add 9,000 and the 1,000 and you get 10,000 Now you have your estimate answer.

PERSONAL COMMUNICATION OPTIONS

- Oral
  - Questions
  - Conferences
  - Interviews
  - Discussions

- Interaction
  - Student/teacher
  - Student/student
  - Teacher/students

INSTRUCTIONAL QUESTIONS

- ReQuest
- QAR

$$\begin{array}{r} 36 \\ \times 4 \\ \hline 1224 \end{array}$$

$$\begin{array}{r} 57 \\ \times 3 \\ \hline 1521 \end{array}$$

$$\begin{array}{r} 48 \\ \times 5 \\ \hline 2040 \end{array}$$

EXAMPLES OF DISCUSSION RULES

One at a time
If you say yes/no, state why
Stay on the subject
Ask each other questions when someone is quiet
Don't hog the floor
Let other people talk
When you are ready, ask me (the teacher) to return
Back up your ideas with the story
Back up your own ideas with your own experience

SYSTEMS FOR RECORDING INFORMATION

- Checklists
- Anecdotal Records
- Miscue Analysis/ Running Records
- Portfolios of Work

ANECDOTAL RECORDS

- Date
- Description of setting
- Record of observation
- Synthesis

EXAMPLE OF ANECDOTAL RECORD

Case Study 1 - Adrian (Year 5)

2/15 Observed during retelling activity. A's predictions were good, his actual retelling well-sequenced, sensitive, some good vocab., no punct.!!!

2/22 Observed while working on activity involving information for "Stone-Age Man" task. Skim-read for information. First time I knew he knew how to do it.

2/25 Had brief reading conference with A. Reading *First Fleet*. Nonfiction. Says he enjoyed the illustrations, says he chose it for the humor.

TEST A

1. Solve these problems:

$$\begin{array}{r} 58 \\ +25 \\ \hline 73 \end{array} \checkmark \qquad \begin{array}{r} 57 \\ +17 \\ \hline 84 \end{array} \checkmark$$

PORTFOLIO

- Authentic
- Samples
- Planned focus
- Instructional planning

PORTFOLIO

Desired Outcome:

Chapter 1 students in grades 6-8 will write at a district specified criterion level and will select two of their final written products (i.e., story, observation, biographical sketch, poetry, dialogue, essay, and report). This will be measured by their performance on the district's direct writing assessment. 75% of those students receiving a score of 2 or below the previous year will achieve a score of 4 or better.

READING

PORTFOLIO

CONTENTS

WRITING

PORTFOLIO

CONTENTS

DECISIONS FOR IMPLEMENTING PORTFOLIOS

What will it look like?

What goes in?

How and when are materials selected?

How and when will the portfolio be evaluated?

How will the portfolio be passed on?

PORTFOLIOS INVOLVE THREE SHAREHOLDERS

- Teacher
- Student
- Parent

COMPREHENSIVE ASSESSMENT

- Why
- What
- How

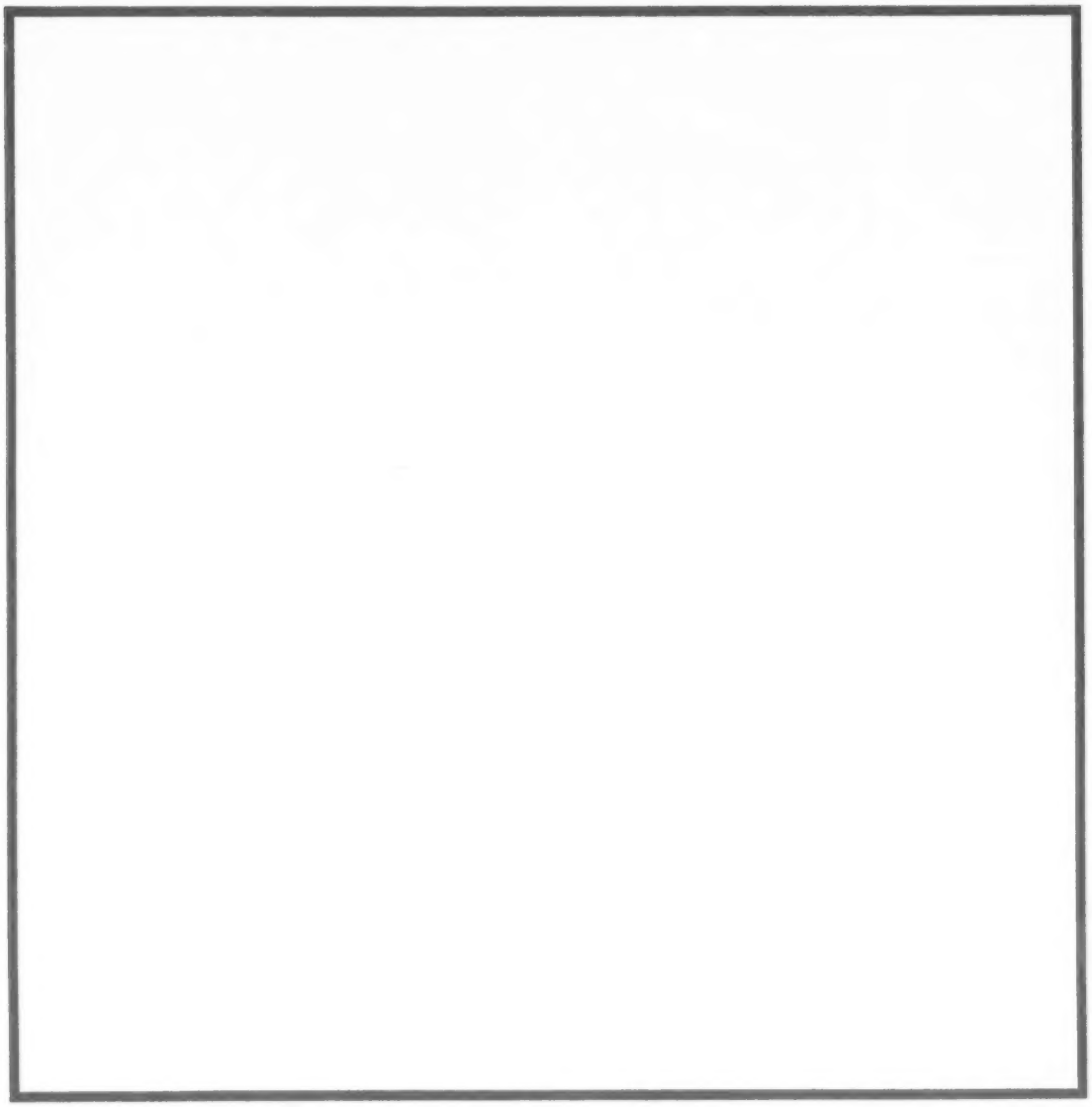
Matching Attributes to Methods

Framework

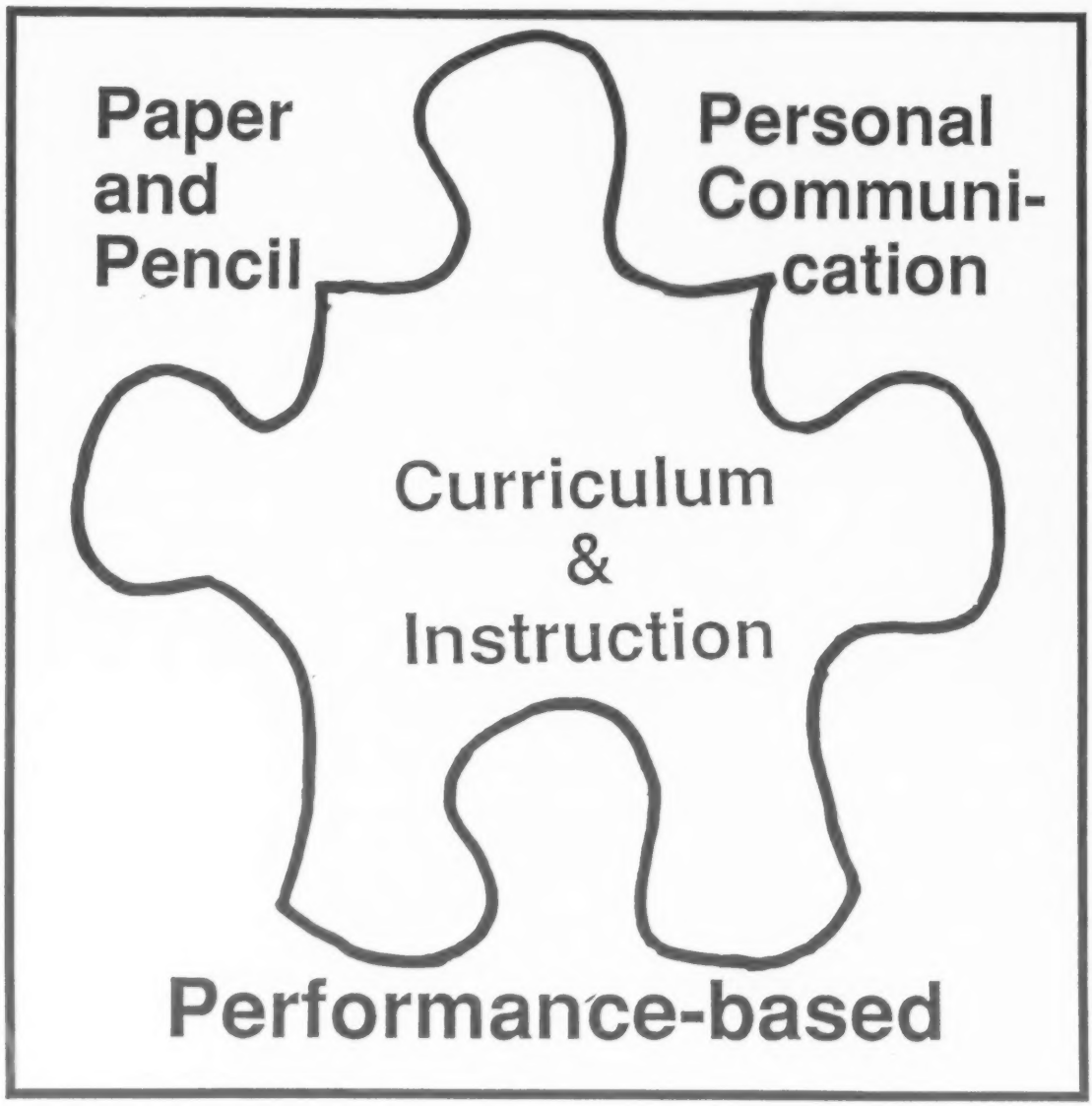
TECHNICAL ISSUES

- Cost
- Efficiency
- Comparability
- Bias
- Fairness
- Generalizability

INTEGRATING CURRICULUM AND ASSESSMENT



INTEGRATING CURRICULUM AND ASSESSMENT



Integrating Curriculum and Assessment

Outline

I. Introduction

II. Assessment in Perspective
   A. How does performance assessment "fit" with Chapter 1?

III. Integrating Curriculum and Assessment
   A. Why?
      1. Teachers as assessors
      2. Students as self-assessors
      3. Parents as users of classroom assessment
      4. Other uses
   B. What?
   C. How?

IV. Paper-and-Pencil Options
   A. Standardized tests
   B. Criterion-referenced tests
   C. Textbook tests
   D. Workbook tests
   E. Teacher-developed tests

V. Performance Assessment
   A. Teachers are the key to performance assessment
   B. What constitutes appropriate classroom assessment?
   C. Curriculum-assessment alignment
   D. Criteria for performance tasks
      1. Essential
      2. Authentic
      3. Rich
      4. Engaging
      5. Active
      6. Feasible
      7. Equitable
      8. Open

VI. Performance Assessment Options
   A. Written communication
      1. Writing samples
         a. Scoring criteria for writing achievement

2. Journals
3. Learning logs

B. Oral presentation
1. Retelling of stories
2. Speeches
3. Oral Reading

C. Projects/products

D. Simulations/demonstrations

VII. Personal Communication Options

A. Oral/interaction
1. Instructional questions
2. Interviews/conferences
3. Discussions/conversations
a. Examples of discussion rules for assessment

VIII. Systems for Recording Information

A. Checklists
1. Self-assessment inventory for problem-solving attitudes
2. Problem-solving observation rating scale
3. Reading development checklist
4. Problem-solving observation checklist
5. Markers of Control of Language checklist

B. Anecdotal records

C. Miscue analysis/running record
1. Test A

D. Portfolios
1. Portfolio—desired outcome
2. Reading portfolio contents
3. Writing portfolio contents
4. Decisions for implementing portfolios
5. Portfolios involve three shareholders
a. Teacher—student—parent

IX. Comprehensive Assessment

A. Matching attributes to methods

B. Technical issues
1. Cost
2. Efficiency
3. Comparability
4. Bias
5. Fairness
6. Generalizability

C. Practical considerations

D. Aggregating performance assessments

E. Putting it all together

THE COMPLEX TASK DEMANDS OF CLASSROOM ASSESSMENT

Why

Decisions
- Grading
- Grouping
- Diagnosing
- Evaluating instruction
- Accountability
- Selecting

Teaching
- Expectations
- Student self-assessment
- Classroom management
- Student success

What

- Knowledge
- Thinking
- Behaviors
- Products
- Affect
- (For each subject)

How

Paper-and-Pencil Tests
- Standardized tests
- Criterion-referenced tests
- Textbook tests
- Workbook tests
- Teacher-developed tests

Performance Assessments
- Written communication
  - Writing samples
  - Journals
  - Learning Logs
- Oral presentation
  - Retelling stories
  - Speeches
  - Oral reading
- Projects/products
- Simulations/demonstrations

Personal Communication
- Oral
  - Questions
  - Conferences
  - Interviews
  - Discussion
- Interaction
  - Student/teacher
  - Student/student
  - Teacher/students

PURPOSES FOR CLASSROOM ASSESSMENT

Teacher Uses of Assessment:

- Decision making
  - Diagnose
  - Group
  - Grade
  - Select
- Instruction
  - Reveal expectations
  - Provide practice
  - Reveal progress to student
  - Increase student success
- Control
  - Reward
  - Punish

Student Uses of Assessment:

- Decision making
  - Set personal expectations
  - Determine:
    - Whether to study
    - What to study
    - When to study
    - With whom to study
    - How to study
- Learning
  - Understand teacher expectations
  - Practice
- Interpersonal
  - Attribute reasons for success/failure
  - Decide worth of the teacher (whether to care)
  - Determine teacher's feelings about them
  - Develop feelings of self-worth

Parent Uses of Assessment

- Evaluate teachers, principals, schools
- Set expectations for child
- Establish home study environment
- Plan resources for child's education
- Decide to reward or punish

Other Uses:

- Guidance counselors
  - Track students
  - Access courses/teachers
  - Plan for educational/vocational
- Principals
  - Evaluate teachers/programs
  - Plan curriculum development
- College admissions
  - Select students for college
  - Select students for advanced placement
- Policy makers
  - Allocate resources

Stiggins, R. (1991). Understanding the meaning and importance of quality classroom assessment. Portland, OR: Northwest Regional Educational Laboratory.

CALIFORNIA LEARNING RECORD ACHIEVEMENT CRITERIA

Score Point	Description of Achievement
6 Exceptional Achievement	The student presents substantial amounts of specific, concrete information which is focused and organized impressively; relies on a variety of strategies for presenting information; provides readers a context for the subject; concludes in a satisfying way; reveals enthusiasm for the subject and authority in writing about it.
5 Commendable Achievement	The student presents specific information although less than the writer of a 6, that is focused and well-organized; relies on a variety of strategies for presenting information; begins and ends effectively; reveals his or her enthusiasm and authority.
4 Adequate Achievement	The student presents specific information, as much as a 5, but usually more general than specific and not as well organized as a 5 or 6; usually begins effectively but may end clumsily; reveals interest in the subject but reflects less authority than the writer of a 5 or 6.
3 Some Evidence of Achievement	The student presents either limited information or adequate information poorly organized; usually relies more on general statements, opinion, or evaluation than on specific information.
2 Limited Evidence of Achievement	The student presents information that is brief and shakily organized, indicating that he or she has a very limited understanding of reporting information.
1 Minimal Evidence of Achievement	The student presents little information that is badly organized or even incoherent. Although the essay is on topic, it reveals little evidence that the student understands how to report information.
No Response	
Off Topic	

Cheong, J. (1991). Portfolio assessment and Chapter 1. Handout prepared for the 1991 National Conference of State Chapter 1 Coordinators, Nov. 4-7, 1991. San Francisco: Far West Laboratory for Educational Research and Development.

Not Titled

My hobbie is Taekwondo, so I guess that is what I like to do best. Taekwondo is a Korean martial arts form of Karate.

I like to practice Taekwondo for three main reasons. Fast of all it is very good excersice. Not only physically but also mentally. Physically it builds up muscle and keeps me fit. Mentally, Taekwondo has taught me to strive for what I want to achieve. Never quit and go for it all and keep a positive attitude.

My second reason is for the discipline. That may sound kind of crazy but I like discipline. All students higher rank than you or all of the instructors are to be called sir. You must bow to the Korean flag and bow to all blackbelts. We all respect each other. It may sound as if our Taekwondo school is a prison but its not. We have a lot of fun as we learn the art.

I called Taekwondo an art. That is my last reason for Taekwondo being what I like to do best. Any kind of art is nice to be able to do. Taekwondo is an art that takes many years to master it. I practice hard in Taekwondo and I feel I have accomplished a lot of skill and knolege. I get rewarded for my hard work with trophies from tournaments and certificates from tests.

By now you can probably tell why Taekwondo is the thing I like to do best

Score Point 4: Adequate Achievement
Rhetorical Effectiveness: 4
Feature (Elaboration): 2
Conventions: 1

Not Titled

Dear Scott,

In your letter you asked me to tell you about my town or city. Well, if you want some entertainment, you can go to a concert and see one of your favorite band members preform. Or you can go to Blackbeards and either play minature golf, video games and get wet on the water sides. They also have a place to dance, named the Light House And you can go to Fresno Roller Town, a place to skate.

As for jobs, you can have any job you want. You can study to be a teacher doctor, trucker, electrician, etc. It's your choice.

Score Point 1: Minimal Evidence of Achievement
Rhetorical Effectiveness: 1
Feature (Elaboration): 2
Conventions: 1

PROBLEM SOLVING
ANALYTIC SCORING SCALE

Understanding the Problem	0: Incomplete understanding of the problem 1: Only part of the problem is understood or interpreted 2: Complete understanding of the problem
Planning a Solution	0: Lack of plan or lack of appropriate plan 1: Partially correct plan based on part of the problem being interpreted correctly 2: If implemented properly, plan could have led to a correct solution
Getting an Answer	0: Inappropriate plan led to no answer or wrong answer 1: Copying error, computational error with partial answer for a problem with multiple answers 2: Correct answer and correct label for answer

Charles, R., Lester, F., & O'Daffer, P. (1987). How to evaluate progress in problem solving. Reston, VA: National Council of Teachers of Mathematics. Reprinted by permission of publisher.

THE COMMUNICATION PROCESS

Storytelling Evaluation Form

Student's name _____

Evaluator's name _____

Scale: 1= weak 2=fair 3=average 4=good 5=excellent

Delivery Evaluation	**Circle one**				
Stance and movement	1	2	3	4	5
Facial expression	1	2	3	4	5
Gestures	1	2	3	4	5
Eye contact	1	2	3	4	5
Rate	1	2	3	4	5
Volume	1	2	3	4	5
Pitch	1	2	3	4	5
Quality	1	2	3	4	5
Pronunciation	1	2	3	4	5
Articulation	1	2	3	4	5
General impression	1	2	2	4	5

Last, E., & DeMuth, R. J. (1990). Classroom activities in listening and speaking, with permission from the Wisconsin Department of Public Instruction, 125 South Webster Street, Madison, WI 53702. (from Allen and McKerrow, 1981, p. 199).

SPEAKING ASSESSMENT CRITERIA*
DELIVERY

The delivery rating focuses on the transmission of the message. It is concerned with volume, rate, and articulation. Articulation refers to pronunciation and enunciation. Some examples of poor articulation include mumbling, slurring words, stammering, stuttering, and exhibiting disfluencies such as "ahs", "uhms", or "you knows".

1 = The delivery is inadequate in meeting the requirements of the task. Examples are:
- The volume is so low that you cannot understand most of the message.
- The rate is so fast that you cannot understand most of the message.
- The pronunciation and enunciation are so unclear that you cannot understand most of the message.

2 = The delivery is minimal in meeting the requirements of the task. Examples are:
- The volume is too low or too loud.
- The rate is too fast or too slow. Pauses are too long or at inappropriate spots.
- The pronunciation and enunciation are unclear. The speaker exhibits many disfluencies, such as "ah," "uhms," or "you knows."
- You are distracted by problems in the delivery of the message.
- You have difficulty understanding the words in the message. You have to work to understand the words.

3 = The deliver is adequate in meeting the requirements of the task. Examples are:
- The volume is not too low or too loud.
- The rate is not too fast or too slow. Pauses are not too long or at inappropriate spots.
- The pronunciation and enunciation are clear. The speaker exhibits few disfluencies, such as "ahs," "uhms," or "you knows".
- You are not distracted by problems in the delivery of the message.
- You do not have difficulty understanding the words in the message.

4 = The delivery is superior in meeting the requirements of the task. Examples are:
- The speaker uses delivery to emphasize and enhance the meaning of the message. The speaker delivers the message in a lively, enthusiastic fashion.
- The volume varies to add emphasis and interest.
- The rate varies and pauses are used to add emphasis and interest.
- Pronunciation and enunciation are very clear. The speaker exhibits very few disfluencies, such as "ahs," "uhms," or "you knows".

NOTE: Regarding articulation, you may be concerned with accent. However, articulation should be rated with respect to your ability to understand the message, not the social acceptability of the accent. One particular accent is not considered better than another. REMEMBER, in this component you are rating how the student speaks, not what the student says.

*From the Massachusetts Department of Education of Basic Skills, Speaking Assessment Rating Guide.

Stiggins, R. (1991). Developing assessments based on observation and judgement. Portland, OR: Northwest Regional Educational Laboratory.

ORGANIZATION

The organization rating focuses on how the content of the message is structured. It is concerned with sequence and the relationships among the ideas in the message.

1 = The organization is inadequate in meeting the requirements of the task. Examples are:

- The message is so disorganized that you cannot understand most of the message.

2 = The organization is minimal in meeting the requirements of the task. Examples are:

- The organization of the message is mixed up; it jumps back and forth.
- The organization of the message appears random or rambling.
- You have difficulty understanding the sequence and relationships among the ideas in the message. You have to make some assumptions about the sequence and relationships of ideas.
- You cannot put the ideas in the message into an outline.

3 = The organization is adequate in meeting the requirements of the task. Examples are:

- The message is organized.
- You do not have difficulty understanding the sequence and relationships among the ideas in the message. You do not have to make assumptions about the sequence and relationships of ideas.
- You can put the ideas in the message into an outline.

4 = The organization is superior in meeting the requirements of the task. Examples are:

- The message is overtly organized.
- The speaker helps you understand the sequence and relationships of ideas by using organization, using transitions, and summarizing.

NOTE: Make sure you are not unconsciously "filling in" organization for a speaker because you happen to know something about the speaker's topic. If you have to make assumptions about the organization, this fact should be reflected in your rating. REMEMBER, in this component you are rating how the student organizes the message, not what the student says.

Stiggins, R. (1991). Developing assessments based on observation and judgement. Portland, OR: Northwest Regional Educational Laboratory.

INFORMATIVE COMMUNICATION

Evaluation Form for Descriptions

Student _____

Date _____

Evaluator _____

Introduction	**Circle Yes or No**	
Captured audience attention	Yes	No
Body		
Organized details into an appropriate visualization	Yes	No
Offered many features of the topic	Yes	No
Name some _____		
_____		
_____		
Conclusion		
Summarized main points	Yes	No
Delivery		
Used effective oral delivery (varied rate, pitch, force, and quality)	Yes	No
Used effective nonverbal delivery (eye contact, facial expressions, gestures, and bodily movement)	Yes	No

Comments: _____

_____

_____

Last, E., & DeMuth, R. J. (1990). Classroom activities in listening and speaking, with permission from the Wisconsin Department of Public Instruction, 125 South Webster Street, Madison, WI 53702.

ORAL READING

Poetry or Prose Reading Evaluation Sheet

Speaker _____ Selection _____

Directions: Evaluate the student performance using the scale below by circling a number. Write comments in the spaces.

Scale: 5 = great 4 = very good 3 = good 2 = OK 1 = not good

1. How well did the introduction help you understand the poem or reading? 5 4 3 2 1

   Comments:

2. How good was the reader's use of voice in expressing emotions and ideas in the reading? 5 4 3 2 1

   Comments:

3. How good was the reader's use of the body, including gestures, eye contact, facial expression and movement? 5 4 3 2 1

   Comments:

4. Overall, how would you rate the performance? 5 4 3 2 1

   Comments:

Judge's signature _____ Total points _____

Last, E., & DeMuth, R.J. (1990). Classroom activities in listening and speaking, with permission from the Wisconsin Department of Public Instruction, 125 South Webster Street, Madison, WI 53702 (from Allen & McKerrow, 1981, p. 199).

SAMPLE PERFORMANCE TASKS

I. Performance Tasks Highlighted on the Videotape

A. 5th Grade Research Performance Assessment
Mark Twain Elementary School
Littleton, CO

Overview

The purpose of this performance assessment is to measure the ability of students to research a topic and present their findings and to help them set goals for improvement. We want to teach students the standards of high performance and then show them how to reach those standards.

Rationale

The citizens and workers of the future will have to use information well. Research skills have been shown to be among the most essential skills for success in school and life. The 5th Grade Research Performance Assessment will call upon students to apply these skills in a meaningful way while also demonstrating progress toward attainment of the following Littleton Public Schools Learning Outcomes:

- Critical thinking, problemsolving and decisionmaking.
- Ability to gather, process, and communicate information through reading, writing and oral expression, and active listening.
- Cultural, scientific and technological literacy.

Preparation

Several weeks prior to the day of the assessment, each fifth grade student will be asked to formulate and write *two questions* that he or she would like to research for *two full days at school.* Teachers will coach the students in writing the questions so that they are clear and open to investigation. The students will be encouraged to think deeply about their topics and write questions that they consider to be interesting and important.

The Task

On the day of the assessment, the teacher will select *one* of the two questions for the student to research. The student will have two full school days (and whatever homework time the student would like to invest) to do the following:

- Research the question using different sources and types of information (the library will be open and staffed).
- Prepare a written report that is word processed.
- Create a visual presentation that is relevant to the question.
- Deliver a three- to five-minute oral presentation.

Performance Assessment

The students' work will be assessed in four categories: 'research strategies,' 'written report,' 'visual presentation,' and 'oral presentation.' A 5-point rating scale will be used for each category according to the criteria described on the following pages. Overall scores of 17-20 would be considered excellent, 13-16 very good, 9-12 good, 5-8 limited, and 1-4 poor. The evaluators will be classroom teachers, individuals with background in assessment, and specially trained volunteers.

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SAMPLE PERFORMANCE TASKS

5th Grade Inquiry Task Scoring System: Research Strategies

The evaluators will observe students during the research portion of the activity. They will rate each student on the following five questions. "Yes" will equal 1 point, "Somewhat" will equal 1/2 a point, and "No" will equal 0 points.

1. The question the student writes and the way it is researched indicates thoughtfulness.

   Yes Somewhat No

2. The student works in a self-disciplined way.

   Yes Somewhat No

3. The student finds and uses different sources of information.

   Yes Somewhat No

4. The student organizes information and keeps a record of it as it is collected.

   Yes Somewhat No

5. The end products reflect in-depth research.

   Yes Somewhat No

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SAMPLE PERFORMANCE TASKS

5th Grade Inquiry Task Scoring System: Visual Presentation

The visual presentation will be evaluated according to the five criteria below. Art materials will be supplied to the students. "Yes" will equal 1 point, "Somewhat" will equal 1/2 a point, and "No" will equal 0 points.

1. The visual presentation is eye-appealing.

   Yes Somewhat No

2. The visual presentation presents important information about the question studied.

   Yes Somewhat No

3. The visual presentation can stand alone and be a useful source of information without explanation.

   Yes Somewhat No

4. Artistic strategies, such as the use of different colors and shadings, are used effectively.

   Yes Somewhat No

5. The visual presentation is well organized.

   Yes Somewhat No

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SAMPLE PERFORMANCE TASKS

5th Grade Inquiry Task Scoring System: The Oral Presentation

Student performance will be rated according to the following criteria. Scores will be assigned that best describe the student's oral performance.

5 - Excellent: The student clearly describes the question studied and provides strong reasons for its importance. Specific information is given to support the conclusions that are drawn and described. The delivery is engaging and sentence structure is consistently correct. Eye contact is made and sustained throughout the presentation. There is strong evidence of preparation, organization, and enthusiasm for the topic. The visual aid is used to make the presentation more effective. Questions from the audience are clearly answered with specific and appropriate information.

4 - Very Good: The student described the question studied and provides reasons for its importance. An adequate amount of information is given to support the conclusions that are drawn and described. The delivery and sentence structure are generally correct. There is evidence of preparation, organization, and enthusiasm for the topic. The visual aid is mentioned and used. Questions from the audience are answered clearly.

3 - Good: The student describes the question studied and conclusions are stated, but supporting information is not as strong as a 4 or 5. The delivery and sentence structure are generally correct. There is some indication of preparation and organization. The visual aid is mentioned. Questions from the audience are answered.

2 - Limited: The student states the question studied but fails to fully describe it. No conclusions are given to answer the question. The delivery and sentence structure is understandable but has some errors. Evidence of preparation and organization is lacking. The visual aid may or may not be mentioned. Questions from the audience receive only the most basic, or no, response.

1 - Poor: The student makes a presentation without stating the question or its importance. The topic is unclear and no adequate conclusions are stated. The delivery is difficult to follow. There is no indication of preparation or organization. Questions from the audience are answered with only the most basic responses.

0 - No oral presentation is attempted.

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SAMPLE PERFORMANCE TASKS

5th Grade Inquiry Task Scoring System: Written Report

Student performance will be rated according to the following criteria. Scores will be assigned that best describe the student's written performance.

5 - Excellent: The student clearly describes the question studied and provides strong reasons for its importance. Conclusions are clearly stated in a thoughtful manner. A variety of facts, details, and examples are given to answer the question and provide support for the answer. The writing is engaging, organized, fluid, and very readable. Sentence structure is varied, and grammar, mechanics, and spelling are consistently correct. Sources of information are noted and cited in an appropriate way.

4 - Very Good: The student adequately describes the question studied and provides reasons for its importance. Conclusions are stated in a thoughtful manner but have less clarity and insight than an 'Excellent' paper. A sufficient amount of information is given to answer the question and provide support for the answer. The writing is engaging, organized, and readable. Sentence structure, grammar, mechanics, and spelling are generally correct. Sources of information are appropriately noted.

3 - Good: The student briefly describes the question and has written conclusions. An answer is stated with a small amount of supporting information. The writing has a basic organization although it is not always clear and is sometimes difficult to follow. Sentence structure and mechanics are generally correct but have some weaknesses and errors. References are mentioned but lack adequate detail or precision.

2 - Limited: The student states the question but fails to fully describe it. The answers and/or conclusions given are vague or insufficient, and basic information may be lacking. The writing generally lacks organization and is difficult to follow. There are many errors of sentence structure and mechanics. References may or may not be mentioned.

1 - Poor: The student does not state the question. No adequate answer or conclusion is given. The writing is disorganized and very difficult to read. Sentence structure and mechanics are consistently weak. References may or may not be mentioned.

0 - No written report is made.

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REQUEST
(Reciprocal Questioning Strategy)

Background Information

The ReQuest Procedure was developed by Anthony Manzo (1969) to guide a student through as many sentences as necessary to enable the student to comprehend the rest of the passage successfully. The ReQuest Procedure is designed to improve the student's reading comprehension by providing an active learning situation for the development of questioning behaviors. The teacher encourages the student to ask questions about the text material and to set his or her own purposes for reading. The ReQuest Procedure was originally devised as a remedial procedure involving an individual student and the teacher, but it can also be utilized with pairs, teams, and/or small groups.

The procedure is indirectly diagnostic; by noting the kinds of questions the student asks for each kind of text structure, the teacher can determine whether the student is comprehending. Through teacher modeling of good questioning behavior, the student gains insight into how good readers ask themselves questions as they are reading. In addition, the procedure encourages the exchange of content information and the exchange of ideas.

Introduction

The ReQuest Procedure consists of the following steps:

1. Both the student and the teacher silently read a common selection from the text. The selection can be read one sentence at a time or a paragraph at a time.

2. After they have both read the passage, the student asks as many questions as he or she can. The teacher answers the questions clearly and completely.

3. Then it is the teacher's turn to ask the questions about the same sentence or paragraph, and the student answers as fully as possible. By forming questions which call upon the student's grasp of text structures, the teacher models good questioning strategies.

4. When the student has finished answering, teacher and student read the next sentence or paragraph and proceed as before.

5. When the student has processed enough information to make predictions about the rest of the selection, the exchange of questions stops. The teacher then asks directed reading type questions: "What do you think the rest of the assignment is about?" "Why do you think so?" The student reads the rest of the assignment.

6. The teacher facilitates follow-up discussion of the material.

Interaction

The teacher chooses a story or passage to be read by the students and the teacher; content area texts and prose materials work equally well. Students are told they will read a story and take turns asking each other questions over a specified section to improve their understanding of what they read. All students and the teacher need copies of the reading material.

Application

Students practice this technique on both short and long reading passages to develop self-monitoring skills. Students should be encouraged to ask questions that will stimulate interpretive or applied levels of thinking, such as questions on the main idea of the passage.

Expansion

As a follow-up on the development of questioning behaviors, the students are introduced to the Question-Answer Relationship (QAR). The QAR strategy helps students clarify the different sources of information available to answer questions during the ReQuest Procedure.

The teacher helps the students decide if the questions they asked can be answered from information "in-the-book" or "in-my-head." The "in-the-book" category can be expanded to include:

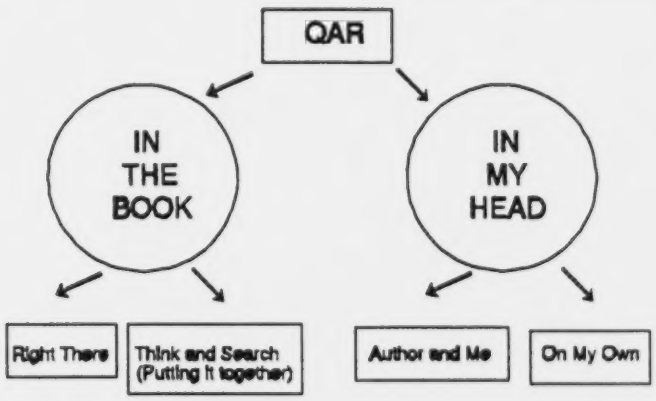
1. Answers that are stated in the text (right there).

2. Aswers that require readers to put together material from the text (think and search).

The "in-my-head" category can include answers that require:

1. Students to think about what they already know and how that information fits in with the information the author provides in the text (author and me).

2. Questions that can be answered without reading the text (on my own).



CUEING BOOKMARK

Front

QUESTIONING FOR QUALITY THINKING

Knowledge–Identification and recall of information.
Who, what, when, where, how _____?
Describe _____.

Comprehension–Organization and selection of facts and ideas
Retell _____ in your own words.
What is the main idea of _____?

Application–Use of facts, rules, principles
How is _____ an example of _____ ?
How is _____ related to _____?
Why is _____ significant?

Analysis–Separation of a whole into component parts
What are the parts or features of _____?
Classify _____ according to _____?
Outline/diagram/web_____?
How does __ compare/contrast with ___?
What evidence can you list for _____?

Synthesis–Combination of ideas to form a new whole
What would you predict/infer from ____?
What ideas can you add to _____?
How would you create/design a new___?
What might happen if you combine ____ with _____?
What solutions would you suggest for_?

Evaluation–Development of opinions, judgments, or decisions
Do you agree _____?
What do you think about _____?
What is the most important _____?
Prioritize _____?
How would you decide about _____?
What criteria would you use to assess _?

Back

STRATEGIES TO EXTEND STUDENT THINKING

- **Remember "wait time I and II"**
  Provide at least three seconds of thinking time after a question and after a response.
- **Utilize "think-pair-share"**
  Allow individual thinking time and discussion with a partner, and then open up the class discussion
- **Ask "follow-ups"**
  Why? Do you agree? Can you elaborate? Tell me more. Can you give an example?
- **Withhold judgment**
  Respond to student answers in a non-evaluative fashion.
- **Ask for summary (to promote active listening)**
  Could you please summarize John's point?
- **Survey the class**
  "How many people agree with the author's point of view?" ("thumbs up, thumbs down")
- **Allow for student calling**
  "Richard, will you please call on someone else to respond?"
- **Play devil's advocate**
  Require students to defend their reasoning against different points of view
- **Ask students to "unpack their thinking"**
  "Describe how you arrived at your answer." ("think aloud")
- **Call on students randomly**
  Not just those with raised hands
- **Student questioning**
  Let the students develop their own questions
- **Cue student responses**
  "There is not a single correct answer for this question. I want you to consider alternatives."

McTighe, J. & Lyman, F. T. (1988). Cueing thinking in the classroom: The promise of theory-embedded tools. Educational Leadership, 45(7), 18-24. Permission to print granted by publisher.

STUDENT REPORTS - FOCUS QUESTIONS

What is a student report?

This technique involves a student's written or tape-recorded retrospective report on a problem-solving experience. Students are asked to think back and describe how they solved the problem.

A general direction or question, such as "Tell about your thinking as you describe how you solved the problem," is useful for helping the student get started. To give more direction to the report, the student might be asked to respond to the focus questions in the figure below.

Student Report: Focus Questions

Use the following questions to help you look back and describe your thinking as you worked toward a solution to the problem.

1. What did you do when you first saw the problem? What were your thoughts?

2. Did you use any problem-solving strategies? Which ones? How did they work out? How did you happen to find a solution?

3. Did you try an approach that didn't work and have to stop and try another approach? How did you feel about this?

4. Did you find a solution to the problem? How did you feel about this?

5. Did you check your answer in any way? Did you feel sure it was correct?

6. How did you feel, in general, about this problem-solving experience?

Charles, R., Lester, F., & O'Daffer, O. (1987). How to evaluate progress in problem solving. Reston, VA: National Council of Teachers of Mathematics. Reprinted by permission of the publisher.

WHEN AND HOW A STRUCTURED INTERVIEW SHOULD BE USED

1. Decide on the structure of the interview and select a means of recording the student's responses.

2. Take time to establish a friendly, relaxed atmosphere.

3. Present a problem to be solved and ask the student to talk as much as possible about what he or she is doing or thinking during the process.

4. Observe and listen as the student works on the problem, asking probing questions to clarify what the student is thinking or doing. Refrain from teaching or asking leading questions.

5. Carefully record evidence of whatever action or thought is germane to the goals being evaluated.

HOW TO STRUCTURE AN INTERVIEW

Before the interview, devise a set of questions to probe the student's problem-solving skills in each of the following areas:

1. Understanding the problem questions and conditions

2. Selecting and using data

3. Selecting and using strategies

4. Solving and answering the problem

5. Checking the reasonableness of the solution

Each of these phases of problem solving can be explored in turn as the student proceeds to solve the problem.

Charles, R., Lester, F., & O'Daffer, P. (1987). How to evaluate progress in problem solving. Reston, VA: National Council of Teachers of Mathematics. Reprinted by permission of publisher.

INTERVIEW PLAN (FIFTH GRADE) MATH

1. Establish rapport to help the student feel comfortable.

2. Ask the student to talk about what he or she is doing or thinking while solving the problem. Point out in a natural way that this will help you understand more about how fifth graders solve problems and enable you to help them become better problem solvers.

3. An example of a problem:

   At an amusement park, Jon and his 5 friends decided to take enough roller coaster rides so that each person would take a ride with every other person exactly once. How many rides were taken if only 2 students went on each ride?

4. As the student attempts to understand the problem question and conditions, observe the student and ask questions such as the following, if appropriate:

   a. What did you do first when given the problem? Next?
   b. What question is asked in the problem? What are the important facts and conditions in the problem? Do you need any information not given in the problem?
   c. Is there anything you do not understand about the problem?

5. As the student works on a solution to the problem, remind him or her again to talk about it, and ask questions such as the following, if appropriate:

   a. What strategy are you using? Do you think it will lead to a solution? Have you thought about using other strategies? Which ones?
   b. Where are you having difficulty? What are your ideas about where to go from here?

6. As the student finds an answer to the problem, observe the ways, if any, in which he or she checks the answer and its reasonableness as a solution. Ask questions such as:

   a. Are you sure this is the correct answer to the problem? Why?
   b. Do you think it is important to check your answer? Why?

7. After the student has solved the problem, ask questions such as:

   a. Can you describe the solution to the problem and how you found it?
   b. Is this problem like any other problem you have solved? How?
   c. Do you think this problem could be solved in another way? What are your ideas?
   d. How did you feel while you were solving this problem? How do you feel now that you have found a solution?

Charles, R., Lester, F., & O'Daffer, P. (1987). How to evaluate progress in problem solving. Reston, VA: National Council of Teachers of Mathematics. Reprinted by permission of the publisher.

READING STRATEGIES INTERVIEW QUESTIONS

Directions: Through asking the following questions, help students think about what kinds of things they do to help them understand a story better before, during, and after reading. There are no right answers; their answers are just what they think would help the most.

In each set, ask students to tell a good thing they do to help them understand a story better, before, during, or after they read.

I. Before I begin reading, is it a good idea to:

a. Look at the pictures to see what the story is about?
b. Decide how long it will take me to read the story?
c. Decide on why I am going to read the story?
d. Ask myself questions that I would like to have answered in the story?
e. Use my questions and guesses as a reason for reading the story?

II. While I'm reading, is it a good idea to:

a. Check to see if the story is making sense by seeing if I can tell what has happened so far?
b. Keep thinking about the title and the pictures to help me decide what is going to happen next?
c. Check to see if I can answer any of the questions I asked before I started reading?
d. Try to answer the questions I asked myself?
e. Keep thinking of what I already know about the things and ideas in the story to help me decide what is going to happen?

III. After I read a story, is it a good idea to:

a. Check to see if I met my purpose for reading the story?
b. Retell the main points of the whole story so that I can check to see if I understand it?
c. Think about what made me make good or bad predictions?
d. Think about how the story was like things I already knew about before I started reading?
e. Think about how I would have acted if I were the main character in the story?

Adapted from: Schmitt, M.C. (1990, March). A questionnaire to measure children's awareness of strategic reading processes. The Reading Teacher, pp. 454-461.

STRATEGIES FOR RESPONDING TO READING AS WRITERS

Providing students with opportunities to write, including writing in response to what they read and interacting with each other about their own writing, encourages students to generate their own ideas and provides feedback on the quality of their thinking.

Author's Chair/Peer Conferencing

This strategy involves having students present their own writing to their peers. While students process peer questions concerning the author's purpose, this strategy establishes rich linkages between reading and writing, as well as between authors and reading. The goal is to develop readers and writers who have a sense of authorship and readership which helps them in the composing process. This includes developing students' appreciation of the following:

- What they read has been written by someone who has certain purposes in mind and control over what has been written.
- When they write they use a variety of options.
- What they write can be interpreted in different ways by different readers.

The role of the teacher is somewhat nontraditional in peer conferencing. The students act as advisors and evaluators along with the teacher. The teacher might facilitate the conferences, but the students are given control of questioning and other ideas that are raised. Collaboration is at the heart of the strategy.

As the group members become more familiar with one another and trust builds, the conferences can be effective for a range of possibilities: co-authoring, co-reading, and group discussions of a peer's work in progress. Three variations of the group conference follow.

Reading and Writing in Progress Conference

A conference may be appropriate at any stage during reading or writing. As the students approach a reading or writing assignment, they may seek information concerning the content of what they are assigned. A meeting with peers may provide constructive feedback as to how individual students can begin. Students may want to hear peer reactions to the author or to similar books. If the same assignment is given to all group members, they might share their plans or brainstorm together.

Organization is important. Perhaps students can define the help they need, present what they have accomplished so far, and explore reasons for being stuck, or consider what they plan to do next. The student who requests the conference is responsible for entertaining the questions and ideas from the group. This might involve calling for questions from peers as well as from the teacher. The key is providing peers an opportunity to get an issue on the floor, acquire input, and then discuss how the advice can be used.

End of Book Conference

When students finish stories they have read or reports they have written, conferences allow them to share their accomplishment with their peers. A student might provide a summary of the reading or writing. The student may read the interesting sections of the report or story or, depending on the length, the piece in its entirety. The session might include a discussion about what it was like to read or write the story. After sharing, the reader or writer opens the floor to peer reactions, comments, and questions. Confidence is an issue of concern. Peers are encouraged to give supportive comments more than interrogative questions.

Peer Author Conferences

The student who wrote the reading is present and may be questioned occasionally. Another reader reports on the writing and fields most of the questions and comments. The author has the opportunity to listen as someone else represents the writing, including what they enjoyed, found confusing, and might use. The author may also ask the readers about their recommendations and evaluation of the book.

Cautions

The teacher must consider three possible obstacles. First, a conferencing approach requires a social setting filled with a collegial tone. The teacher should avoid center stage. Second, students do not automatically take to this approach. Students need encouragement to comment honestly, and in the beginning comments may be off-base, too general, or too tentative. Teacher modeling is excellent to demonstrate appropriate interactions. Third, many conferences are based on two tenets: (1) students should have the opportunity to write for longer than 30 minutes twice a week (they should be given time to write extended stories and reports of their own choosing) and (2) writing experiences contribute to reading. Unless these tenets are observed in the classroom, some of the above conferences could not have taken place.

Tierney, R.J., Readence, J.E., & Dishner, E.K. (1990). Reading strategies and practices: A compendium. Boston: Allyn and Bacon, Inc.

SELF-ASSESSMENT INVENTORY FOR PROBLEM SOLVING ATTITUDES

Directions: Pretend that you have been given some math story problems to solve. Mark T for true or F for false depending upon how the statement describes you. The inventory has no right or wrong answers for this inventory.

____1. I will put down any answer just to be finished with a problem.

____2. It is no fun to try to solve problems.

____3. I will try almost any problem.

____4. When I do not get the answer right away, I give up.

____5. I like to try hard problems.

____6. My ideas about how to solve hard problems are not as good as other students' ideas.

____7. I can only do problems that everyone else can do.

____8. I will not stop working on a problem until I get an answer.

____9. I am sure I can solve most problems.

___10. I will work a long time on a problem.

___11. I am better than many students at solving problems.

___12. I need someone to help me work on problems.

___13. I can solve most hard problems.

___14. There are some problems I will just not try.

___15. I don't like to try problems that are hard to understand.

___16. I will keep working on a problem until I get it right.

___17. I like to solve problems.

___18. I give up on problems right away.

___19. Most problems are hard for me to solve.

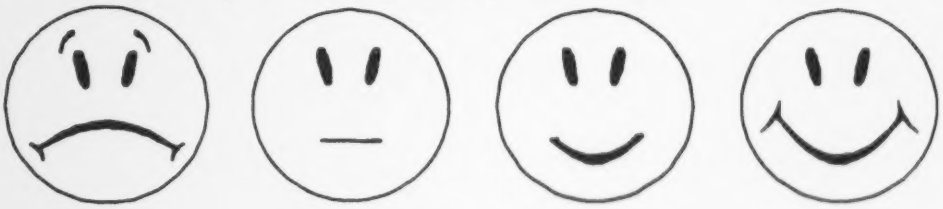
___20. I am a good problem solver.

Charles, R., Lester, F., & O'Daffer, P. (1987). How to evaluate progress in problem solving. Reston, VA: National Council of Teachers of Mathematics. Reprinted by permission of the publisher.

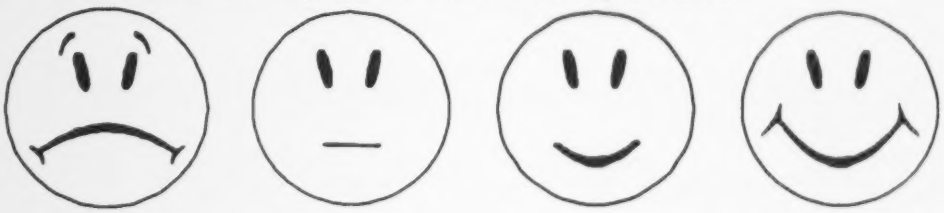
How I Feel About Problem Solving

Mark an x on the face that shows how you feel when. . .

1. Your teacher gives you a story problem to solve.



2. You think about the problem and find the right answer.



Problem-Solving Strategy Inventory

Think about your use of strategies when solving the problem and check the following that apply.

1._____ I didn't think about using strategies at all.

2._____ The idea of using strategies came to my mind, but I didn't think about it much more.

3._____ I looked at a strategy list but didn't try a strategy.

4._____ I looked at a strategy list and picked a strategy, which I tried.

5._____ I didn't look at a list but just thought of a strategy to try.

6._____ I used at least one strategy and it helped me find a solution.

7. I tried the following strategies:

_____ guess and check	_____ solve a simpler problem
_____ make a table	_____ work backward
_____ look for a pattern	_____ draw a picture
_____ write an equation	_____ make an organized list
_____ other_____	

Charles, R., Lester, F., & O'Daffer, P. (1987). How to evaluate progress in problem solving. Reston, VA: National Council of Teachers of Mathematics. Reprinted by permission of the publisher.

PROBLEM-SOLVING
OBSERVATION RATING SCALE

Student_____

Date_____

	Usually	Sometimes	Never
1. Selects appropriate solution strategies			
2. Accurately implements solution strategies			
3. Tries a different solution strategy when stuck (without help from the teacher)			
4. Approaches problems in a systematic manner (clarifies the question, identifies needed data, solves, and checks)			
5. Shows a willingness to try problems			
6. Demonstrates self-confidence			
7. Perseveres in problem-solving attempts			

Charles, R., Lester, F., & O'Daffer, P. (1987). How to evaluate progress in problem-solving. Reston, VA: National Council of Teachers of Mathematics. Reprinted by permission of publisher.

READING DEVELOPMENT CHECKLIST

Name _____

STAGE 1 - THE BEGINNING READER

	Date				
• Enjoys listening to literature					
• Voluntarily chooses to look at books					
• Uses literature as a basis for dramatic play or painting					
• Has favorite stories and wants to hear them repeatedly					
• Can retell past experiences					
• Can relate a sequence of events					
• Understands some environmental print and common words					
• Shows a desire to see his or her words written down					
• Role-plays reading by attempting to match his or her memory of the selection with the actual words on the page					
• Reads back short-experience stories written by the teacher					
• Can follow a line of print in enlarged text					
• Realizes that print has constant or fixed meaning (it always says the same thing)					
• Understands directionality of print (left-to-right, top-to-bottom)					
• Can identify and name most letters					
• Can make meaningful predictions using context and syntax clues					

STAGE 2 - THE DEVELOPING READER

	Date				
• Understands the concept of a word					
• Recognizes some phonic generalizations (rhyming words, words that start or end the same, blends)					

(continued)

READING DEVELOPMENT CHECKLIST

Name _____

STAGE 2 - (cont.)	**Date**				
• Uses some conventions of print in writing					
• Reads independently					
• Has a store of sight words in reading and writing					
• Uses all the cueing systems					
• Makes meaningful substitutions when reading					
• Comprehends what has been read; can retell a story					

STAGE 3 - THE INDEPENDENT READER	**Date**				
• Reads silently but sometimes subvocalizes when the text is difficult					
• Makes predictions about a word (is likely to be using all three cueing systems)					
• Self-corrects when reading does not make sense					
• Comprehends at different levels (literal, interpretive, critical)					
• Adjusts silent reading rate to material and purpose					
• Invented spellings are closer to standard spelling					

Notes: _____

Stiggins, R. (1991). Assessing reading proficiency. Portland, OR: Northwest Regional Educational Laboratory.

PROBLEM-SOLVING OBSERVATION CHECKLIST

Student _____

Date _____

__1. Likes to solve problems.

__2. Works cooperatively with others in the group.

__3. Contributes ideas to group problem solving.

__4. Perseveres--sticks with a problem.

__5. Tries to understand what a problem is about.

__6. Can deal with data in solving problems.

__7. Thinks about which strategies might help.

__8. Is flexible--tries different strategies if needed.

__9. Checks solutions.

__10. Can describe or analyze a solution.

Charles, R., Lester, F., & O'Daffer, P. (1987). How to evaluate progress in problem solving. Reston, VA: National Council of Teachers of Mathematics.

EXAMPLE OF AN ANECDOTAL RECORD

Case Study 1 - Adrian (Year 5)

2/15 Observed during retelling activity. A's predictions were good, his actual retelling well-sequenced, sensitive, some good vocab., no punct.!!!

2/22 Observed while working on activity involving information for "Stone-Age Man" task. Skim-read for information. First time I knew he knew how to do it.

2/25 Had brief reading conference with A. Reading *First Fleet.* Nonfiction. Says he enjoyed the illustrations, says he chose it for the humor.

3/15 Conferenced about poem he's working on (Uncle Jake). Very slow to get going this year. Knows how to correct meter but hasn't done this fully. Must keep helping re: attitude/output.

3/26 Observed during SSR. Was deeply engaged with *Barney Boofe and the Cricket Bat.*

4/02 Observed during SSR. A is fully engaged when reading and is covering fiction/nonfiction/poetry. His comprehension so far has been very sound.

4/11 Conferenced during activity time. A working on a piece of writing. Was a great idea that went nowhere. He decided I was right and is fixing it up--meaning unclear.

4/12 Today A shared a fiction book he'd read. Comprehension was very sound.

4/18 Talk with him during activity time about letter he was working on. Was a very well-structured letter, with a good account of some of his experiences at camp.

4/29 Has finished a story, *White Wolf.* Excellent story in two chapters. Included glossary!! To explain pronouns "him," "his," "he." Probably because at sharing time Melissa complained that when he read it out she got mixed up about who "him," etc., really were. Says he picked up glossary idea from some nonfiction he's been reading. Admits he was being facetious and "having a friendly go at Melissa." Explained he would ordinarily rework the pronouns so they were clear.

Cambourne, B., & Turbill, J. (1990). Assessment in whole-language classrooms: Theory into practice. The Elementary School Journal, 90(3), 337-349. Reprinted by permission of the author.

A PORTFOLIO APPROACH TO ASSESSMENT

Portfolio assessment is . . .

authentic

continuous, ongoing

multidimensional

collaborative.

A portfolio contains . . .

samples of student work

teachers' observational notes

student self evaluations

progress notes (teacher/student collaborate).

Portfolios must have . . .

a planned focus

guidelines for determining their content

a procedure for management and accessibility.

Portfolios can be used . . .

for planning instruction

for collaborating and conferencing with students

for conferencing with parents

as a part of cumulative records.

Valencia, S. (1990). A portfolio approach to classroom reading assessment: The whys, whats, and hows. The Reading Teacher, 43(4), 338-340.

PORTFOLIO ASSESSMENT

- Is a planned selection of students' work collected throughout the school year
- Includes products that reflect students' developing knowledge and understanding in mathematics and language arts
- Contains carefully chosen samples of student work documenting growth in learning
- Includes processes of learning--using strategies, planning, researching, making decisions, doing rough drafts, and rehearsing--as well as the finished product
- Involves students in the selection of pieces to be included
- Helps guide teachers in making instructional decisions
- Reveals information about student mastery of specific tasks, such as essay writing or math problem-solving, through constructed scoring guidelines
- Serves as the basis for communication with teachers, parents, and students

PORTFOLIOS AND DESIRED OUTCOMES

In addition to the assessment of aggregate student performance for each project school over a 12-month period using a norm-referenced achievement test in each subject area for students in grades 2-12, LEAs may select other desired outcomes appropriate to their Chapter 1 instructional programs. As another measure, student portfolios can provide a more comprehensive snapshot of student progress and performance as well as program effectiveness. Portfolio entries are typically selected as representations of the growth and use of students' learning and thinking. For example, a desired outcome could take the following form:

> Chapter 1 students in grades 6-8 will write at a district-specified criterion level and will select two of their final written products (i.e., story, observation, biographical sketch, poetry, dialogue, essay, and report). This will be measured by their performance on the district's direct writing assessment. 75 percent of those students receiving a score of 2 or below the previous year will achieve a score of 4 or better.

Cheong, J. (1991). Portfolio assessment and Chapter 1. Handout prepared for the 1991 National Conference of State Chapter 1 Coordinators, Nov. 4-7, 1991. San Francisco: Far West Laboratory for Educational Research and Development.

READING PORTFOLIO CONTENTS

- User guide or cover letter explaining organization and selection criteria
- Running records
- Lists of books read
- Favorite books, poems chosen by student
- Response logs to reading
- Literature extensions
  - semantic webs
  - time lines
  - drama scripts
  - illustrations
- Audio tape of reading
- Notes from individual reading conferences
- Reading attitude survey
- Speaking/listening checklists

WRITING PORTFOLIO CONTENTS

- User guide or cover letter explaining organization and selection criteria
- Pieces in process
- Finished samples that illustrate wide writing
  - persuasive writing
  - letters
  - poetry
  - nonfiction directions/descriptions/instructions
  - original stories
- Published books
- Favorite writing chosen by student
- Examples of writing across the curriculum
  - reports
  - journal entries
  - literature logs
- Writing responses to literary components
  - plot
  - setting
  - point of view
  - character development
- Notes from writing conferences
- Self-evaluations

DESIGNING A PORTFOLIO

1. How will the portfolio be structured?

2. What will be included in the portfolio?

3. How and when will documents be selected?

4. How will the portfolio contents be evaluated?

5. Will the portfolio go on to the next teacher, program, school?

Vavrus, L. (1990). Put portfolios to the test. Instructor, 100(1), 48-53.

PARENT SURVEY

***Send along home with the portfolio for parents to complete as a response to the portfolio.**

1. How did your child share and discuss this portfolio with you?

2. What part of the portfolio did you like the best? Why?

3. Did anything in this portfolio surprise you?

4. What do you want to know more about?

5. Was this portfolio helpful in showing you some things about your child's learning?

6. Questions - Suggestions - Comments

Althouse, S.M. (1991, May). A pilot project using portfolios to document progress in the school program. Lancaster-Lebanon IU #13, East Petersburg, PA. Presentation at International Reading Association, Las Vegas.

Curriculum C & I Instruction

Integrating Curriculum and Assessment

Support Materials Appendix A

Titles: Alternatives to Conventional Wisdom

Principles of Cognitive Approaches to Teaching Advanced Skills to Disadvantaged Students

What Employers Want

Workplace Know-How

Chapter 1 Technical Assistance Center
Research & Training Associates, Inc.
10950 Grandview Avenue, Suite 300, 34 Corporate Woods
Overland Park, KS 66210-1514
(800) 922-9031 FAX (913) 451-8190

ALTERNATIVES TO CONVENTIONAL WISDOM

Recent scholarship, theory, and experimentation in the classroom highlight flaws in conventional wisdom and point to promising alternatives. These alternatives are briefly summarized below:

Conventional Wisdom	Alternatives to Conventional Wisdom
• An emphasis on learners deficits--that is, what the "disadvantaged" student lacks in knowledge, intellectual facility, or experience.	• An emphasis on the knowledge students *do* bring to school. • Explicit teaching of how to function in the "culture" of the school.
• Curriculum that teaches discrete skills in a fixed sequence from "basic" to "higher order" skills.	• Early emphasis on appropriate "higher order" tasks. • Extensive opportunities to learn and apply skills in context. • An emphasis on meaning and understanding in all academic instruction.
• Exclusive or heavy reliance on teacher-directed instruction.	• A combination of teacher-directed and learner-directed instruction.
• Classroom management principles uniformly applied across the school day so as to forestall disorder in the classroom.	• Variation in classroom management approaches depending on the kind of academic work being done.
• Long-term grouping of students by achievement or ability.	• Some use of grouping arrangements that mix ability levels. • More flexibility in grouping arrangements.

Emerging Standards of "Good Practice"

These alternatives to conventional practice are consistent with views of curriculum and instruction that have gained currency among experts in mathematics, reading, and writing. Emerging standards for these fields have the following emphases:

- *Mathematics.* More work on understanding and applications, with broader coverage of mathematic topics; less work on computation and less redundancy across grades.
- *Reading.* More reading for meaning from the earliest grades (and corresponding less attention to discrete skills taught out of context); exposure to a wide variety of texts, including material that connects with students' background and experiences.
- *Writing.* More meaningful written communication and less attention to mastery of writing "mechanics" in isolation; introduction to various genres and the processes of writing from the earliest years in school.

Knapp, M.S., & Turnbull, B.J. (1990). Better schooling for the children of poverty: Alternatives to conventional wisdom, vol. I, summary. Washington, DC: U.S. Department of Education, Office of Planning, Budget & Evaluation.

PRINCIPLES OF COGNITIVE APPROACHES TO TEACHING ADVANCED SKILLS TO DISADVANTAGED STUDENTS

A New Attitude Toward the Disadvantaged Learner	Reshaping the Curriculum	Apply New Instructional Strategies
• Appreciate the intellectual accomplishments all young learners bring to school.	• Focus on complex, meaningful problems.	• Model powerful thinking strategies.
• Emphasize building on strengths rather than just remediating deficits.	• Embed instruction on basic skills in the context of more global tasks.	• Encourage multiple approaches.
• Learn about children's cultures to avoid mistaking differences for deficits.	• Make connections with students' out-of-school experience and culture.	• Provide scaffolding to enable students to accomplish complex tasks.
		• Make dialogue the central medium for teaching and learning.

Means, B., & Knapp, M.S. (Eds.) (1991). Teaching advanced skills to educationally disadvantaged students. Washington, DC: U.S. Government Printing Office (1991-0-293-157 QL:3).

WHAT EMPLOYERS WANT

Seven Critical Skill Groups:

- Learning to learn
- Listening and oral communication
- Competence in reading, writing, and computation
- Adaptability: Creative thinking and problem solving
- Personal management: Self-esteem, goal setting/motivation, and personal career development
- Group effectiveness: Interpersonal skills, negotiation, and teamwork
- Organizational effectiveness and leadership

Carnevale, A.P., Gainer, L.J., & Meltzer, A.S. (1990). Workplace basics: The essential skills employers want. San Francisco, CA: Jossey-Bass, Inc.

WORKPLACE KNOW-HOW

COMPETENCIES. Effective workers can productively use:

- **Resources** - allocating time, money, materials, space, and staff.
- **Interpersonal Skills** - working on a team, teaching others, serving customers, leading, negotiating, and working well with people from culturally diverse backgrounds.
- **Information** - acquiring and evaluating data, organizing and maintaining files, interpreting and communicating, and using computers to process information.
- **Systems** - understanding social, organizational, and technological systems, monitoring and correcting performance, and designing or improving systems.
- **Technology** - selecting equipment and tools, applying technology to specific tasks, and maintaining and troubleshooting technologies.

THE FOUNDATION. Competence requires:

- **Basic Skills** - reading, writing, arithmetic and mathematics, speaking, and listening.
- **Thinking Skills** - thinking creatively, making decisions, solving problems, seeing things in the mind's eye, knowing how to learn, and reasoning.
- **Personal Qualities** - individual responsibility, self-esteem, sociability, self-management, and integrity.

U.S. Department of Labor, Secretary's Commission on Achieving Necessary Skills. (1991). What work requires of schools: A SCANS report for America 2000. Washington, DC: U.S. Government Printing Office.

Curriculum & Instruction

Integrating Curriculum and Assessment

Support Materials
Appendix B

Titles:

Requirements for Desired Outcomes in the Regulations

Requirements for Desired Oucomes in the Policy Manual

What Is a Desired Outcome?

Implications of Desired Outcomes for the Chapter 1 Program

Developing a Desired Outcome

Chapter 1 Technical Assistance Center
Research & Training Associates, Inc.
10950 Grandview Avenue, Suite 300, 34 Corporate Woods
Overland Park, KS 66210-1514
(800) 922-9031 FAX (913) 451-8190

REQUIREMENTS FOR DESIRED OUTCOMES IN THE REGULATIONS

Definition--Sec. 2006

"Desired Outcomes" means an LEA's goals to improve the educational opportunities of educationally deprived children to help those children--

(i) Succeed in the regular educational program of the LEA;
(ii) Attain grade-level proficiency; and
(iii) Improve achievement in basic and more advanced skills.

As part of an LEA's application--Sec. 200.20

An LEA may receive a subgrant under this part for any fiscal year if the LEA has on file with the SEA an application that contains...a description of...The desired outcomes for children participating in the Chapter 1 project, in terms of basic and more advanced skills that all children are expected to master, that will be a basis for evaluating the project...

As part of an LEA's evaluation--Sec. 200.35

An LEA shall evaluate...the effectiveness of its Chapter 1 projects,...on the basis of desired outcomes described in the LEA's application;

As part of an LEA's local, school-level review--Sec. 200.38

For each project school, an LEA shall...conduct an annual review of the effectiveness of its Chapter 1 project in improving student performance as measured by aggregate performance and the desired outcomes described in the LEA's application;

As an identifier of schools for program improvement--Sec. 200.38

...with respect to each school that...does not show substantial progress toward meeting the desired outcomes described in the LEA's application...the LEA must develop and implement a plan for program improvement.

As an identifier of students for program improvement--Sec. 200.38

Identify all students who ... have not shown substantial progress toward meeting the desired outcomes established for participating children under Sec. 200.20.

From: Federal Register, Final Regulations, Friday, May 19, 1989

REQUIREMENTS FOR DESIRED OUTCOMES IN THE POLICY MANUAL

Q8. **How are desired outcomes expressed?**

A. Desired outcomes must be expressed in terms that can be measured. ***At a minimum they must be expressed in terms of aggregate performance,*** i.e., show improvement in aggregate performance of children over a 12-month period (except preschool, kindergarten, and first grade programs) in basic and more advanced skills that all children are expected to master in an instructional area. However, to achieve a more complete picture of the success of the Chapter 1 program in its schools, an LEA is encouraged to state other desired outcomes expressed in terms of indicators such as improved student performance on criterion-referenced tests (CRTs), lower dropout rates, improved attendance, or fewer retentions in grade. ***All desired outcomes must relate to improved performance in basic and more advanced skills.***

Q9. **Must desired outcomes be evaluated and results reported?**

A. Each desired outcome must be evaluated by the LEA, ***using methods appropriate to the way the desired outcome is stated.*** Results of the evaluations must be reported to the SEA at least once every three years.

Q10. **What part do desired outcomes play in determining the need for program improvement activities?**

A. For each project school, an LEA must annually review effectiveness on the basis of aggregate performance and substantial progress toward meeting desired outcomes.

Failure to make substantial progress toward meeting desired outcomes will require school program improvement activities regardless of the results of aggregate performance. In other words, a school that does not make substantial progress annually on the stated desired outcomes will be required to develop a program improvement plan.

Q11. **Are desired outcomes used differently for projects serving special groups of students?**

A. Desired outcomes are used in the same way in all LEA Chapter 1 projects, i.e., as part of the local annual review for program improvement and for evaluation at least once every three years.

In projects serving preschool, kindergarten, and first grade students, other desired outcomes are the only basis for annual review and evaluation. The

same is true for projects designed primarily to teach English to students with limited English proficiency whose performance cannot be validly and reliably assessed with norm-referenced tests (NRTs).

Q12. **Other than NRTs, are there examples of objective measures that an LEA might use to assess progress toward desired outcomes?**

A. A variety of instrumentation and data may be considered as objective measures. Obviously, the data obtained and reviewed should reflect the goals and objectives of the programs involved. Care, however, should be taken to ensure validity and reliability in data collection, analysis, and interpretation.

Criterion-referenced tests might be used to provide information about attainment of particular skills. Performance tests, such as writing assessments, might be used. Like other measures, performance assessments must be reliable and valid. Teacher rating scales may provide data on student performance. Trends in dropout or attendance rates might be used in secondary schools to identify the impact of projects seeking to improve the graduation rates for students with deficits in basic and advanced skills. Improved grades received by students may also be used as a desired outcome.

WHAT IS A DESIRED OUTCOME?

A desired outcome is a goal statement or measurable objective which focuses on what children will learn and accomplish as a result of their participation in the Chapter 1 program. The desired outcome should be stated in terms of basic and more advanced skills that all children are expected to master.

A desired outcome statement should contain:

A **goal** - what we want children to learn or accomplish.

An **outcome indicator** - what we will use to measure success.

A **standard or performance level** - what level of success will show substantial progress.

A **time frame** - when we will do the above.

Examples of desired outcomes for Chapter 1 programs:

The following examples are meant to stimulate thinking, not to serve as models to be copied. Desired outcomes should reflect the experience, focus, and needs of the particular Chapter 1 project.

Example 1 (includes one- and three-year time frame)

Chapter 1 students in grades 6-8 will be able to read and comprehend the social studies textbook at a level expected for their grade placement. This will be measured by their second-semester grade in social studies. Last year 38 percent of Chapter 1 students earned a grade below a C and 62 percent earned a C or better. This year 75 percent of those students who earned below a C will earn a C or better. Additionally, the percentage of all Chapter 1 students receiving a grade of C or better will improve from 62 percent to 75 percent. [If a three-year application is being submitted, the performance level is extended for the second and third years.] Next year 80 percent will accomplish this, and for the third year, 85 percent will earn a C or better for the second semester.

Example 2

First grade Chapter 1 students will master the skills expected of grade one students as outlined in the first grade curriculum guide. Success will be measured by a student's promotion to grade 2. Over the three-year period, the promotion rate will increase from its present 83 percent to 95 percent of Chapter 1 first graders. For the first year, the promotion rate will improve to 88 percent, the second year to 92 percent, and the third year to 95 percent.

Example 3

Chapter 1 students will acquire the skills appropriate for their grade placement in the area(s) of Chapter 1 instruction (reading and/or mathematics) as outlined in the grade-level objectives for the subject(s). The appropriate subject-area subtest(s) of the district's criterion-referenced test will be used to measure this desired outcome. During the past year, 63 percent of Chapter 1 students reached the district's grade-level standard for the appropriate subject area. For this year, 75 percent of the Chapter 1 students will reach the district's standard.

Example 4

Chapter 1 mathematics students will be able to use appropriate strategies (make a sketch, guess and test, make a chart, use manipulatives, etc.) in problem solving as described in the mathematics curriculum for each grade level. To measure this outcome, the Chapter 1 staff will develop sets of grade-appropriate problems to be given to the students during May. Ninety percent of the students will be able to use at least three strategies in successfully solving 75 percent of the problem set.

Example 5

Previously, the Chapter 1 reading program has concentrated on teaching discrete skills of reading with little emphasis on reading books. During the next three years, students will gain in their ability to read longer passages and their enjoyment of reading. This will be measured by Chapter 1 student participation in the school's reading incentive program. Last year 65 percent of the school's students read the required number of pages and received awards. Only 15 percent of the Chapter 1 students reached this level. Over the next three years, the percent of Chapter 1 students receiving awards will reach 65 percent. The percent will increase to 40 percent the first year, 55 percent the second year, and 65 percent the third year.

IMPLICATIONS OF DESIRED OUTCOMES FOR THE CHAPTER 1 PROGRAM

The new requirement to include desired outcomes as a measure of the effectiveness of your Chapter 1 program has many implications. The following may assist you when considering some of these implications. Consider these issues for each desired outcome stated in your Chapter 1 application.

Implications for Instruction

- Each desired outcome is to be stated in terms of basic and more advanced skills that all children are expected to master. Are both the Chapter 1 and regular classroom teachers aware of the desired outcome as a specific goal for Chapter 1 students?
- Is the desired outcome receiving sufficient instructional emphasis to give promise of success?
- Are the Chapter 1 and regular classroom teachers coordinating their efforts in reaching the desired outcome?

Implications for Data Gathering and Record Keeping

- Determine who has overall responsibility for gathering data required in measuring the desired outcome.
- Determine which record sheets, reporting forms, software, etc., will be used to collect and organize data.
- Since desired outcomes are to be used at the building and individual student level, data must be gathered by each individual school.
- The timeline for data gathering must reflect the expectation that program improvement planning and implementation activities must begin immediately.

Implications for Monitoring Progress During the Year

- Should data on some desired outcomes be monitored throughout the year?
- How can progress toward reaching some desired outcomes be shared with the Chapter 1 and regular classroom teachers during the year so they can consider adjustments in better meeting student needs in reaching the goal?

Implications for School-Level Analysis and Decision Making

- Who is responsible for the annual, school-level review of aggregate performance and desired outcomes for each Chapter 1 school?
- Who will organize and analyze desired outcome data to see if substantial progress was made for each school? Will some desired outcomes be done centrally and others at the school level?
- How will the results of the school-level review be made available to teachers, parents of participating children, and other appropriate parties, including principals of schools attended by Chapter 1 children?
- What is the plan for using results of the school-level review to improve Chapter 1 services at the school and project level? (This should be done for all schools, not just those identified as in need of program improvement.)

Implications for Student-Level Analysis and Decision Making

- Who is responsible for reviewing both desired outcomes and achievement data to identify individual students for program improvement?
- What procedures will be used to consider modifications in the Chapter 1 project to better serve identified students?
- Who will conduct thorough assessments of children who remain in the project after two consecutive years and are identified?
- How will individual student progress toward meeting desired outcomes be considered in making the decision to exit the student from the program?
- Do the selection criteria for choosing students for Chapter 1 services reflect the project's desired outcomes for these students?

DEVELOPING A DESIRED OUTCOME

Incomplete Desired Outcome Statement

Chapter 1 reading students will improve their study skills by passing their courses.

Using the four necessary components as a guide, the statement will be revised into a well-stated desired outcome.

Goal

A more complete picture of the desired outcome for these students is that they will improve their study skills by successfully reading and comprehending textbooks in reading-related courses.

Outcome Indicator

Student grades are the indicators to be used. However, since some courses may not be related to the focus of Chapter 1 instruction, you must determine which courses are appropriate indicators. Chapter 1 and regular teachers will determine the focus of the study skills outcome assessment by identifying two reading-related courses for each student at the beginning of the year.

Standard or Performance Level

The performance level stated is passing the courses. However, the standard might be better described as receiving credit toward graduation for the courses.

Examination of the permanent records for last year showed about 65 percent of Chapter 1 students received credit for graduation in two reading-related courses. We will set 80 percent of the students as the standard for success.

Time Frame

The time frame is the school year.

Revised Desired Outcome

Chapter 1 students in grades 9-12 will improve their study skills by successfully reading and comprehending textbooks in reading-related subjects. Success will be measured by students earning credit toward graduation in two reading-related courses selected by teachers and students at the beginning of the year. Last year about 65 percent of Chapter 1 students received credit in two reading-related courses, and 35 percent failed to receive credit. This year, the 35 percent who failed to receive credit will successfully complete the courses and receive credit. Additionally, the success rate of all Chapter 1 students participating in the current year will increase from 65 percent to 80 percent receiving credit.

Curriculum & Instruction

Integrating Curriculum and Assessment

Support Materials Appendix C

Titles: **A Story / June 2**

Markers of Control of Language Checklist

Chapter 1 Technical Assistance Center
Research & Training Associates, Inc.
10950 Grandview Avenue, Suite 300, 34 Corporate Woods
Overland Park, KS 66210-1514
(800) 922-9031 FAX (913) 451-8190

A story / June 2

Animals are like people. But people
don't be nice to animals, and treat them
like people. But animals have feelings t
They have harts to. Some animals are
lock up. It's just like haveing you lock
up. Noone wants to be locked up. It's
like being put in Jaill. Some pets die

and some people don't care one bit!
In first gread we had alot of
animals but we gave them alot of
things to eat and treats. I hope
people from now on will care for
their pets.

Markers of Control of Language
Checklist

The consistent occurrence of markers is evidence of a high degree of control. Inconsistent use of markers or approximations is evidence of growing control. Absence of markers (i.e., after consistent observation) is evidence of lack of control. These markers apply to both oral and written language use.

MARKERS - refer to oral and written language	Absence of Use	Inconsistent Use or Approximation	Consistent Use
I. Sense of Audience When Communicating			
A. Recognition of audience's degree of background information			
B. Recognition of presence or lack of shared knowledge/values in audience through choice of words/form of language			
C. Use of pronouns, for example, explains who "he," "she," and so on are when retelling and/or sharing an experience			
II. Control of Conventions Appropriate to Language Contexts			
A. Written language			
1. accurate spelling			
2. accurate punctuation			
3. legible handwriting			
4. use of standard English grammar			
B. Spoken language			
1. accurate pronunciation			
2. accurate use of standard English grammar			
3. clear diction			
4. appropriate intonation and expression			

MARKERS	Absence of Use	Inconsistent Use or Approximation	Consistent Use
III. Use of a Range of Registers			
A. Use of form of text appropriate to purpose and audience			
B. Use of vocabulary appropriate to audience and purpose (e.g., colloquialisms)			
C. Recognition of common characteristics of the form of text used (e.g., report narrative, instructions, recount, exposition)			
D. Use of appropriate organizational structure of the form of text used			
E. Use of setting appropriate to form of text			
F. Recognition of stylistic devices and techniques used by other authors (author craft)			
G. Use of stylistic devices and techniques used by other authors			
H. Use of metaphor, analogy, and simile appropriate to context			
IV. Vocabulary Acquisition and Use Appropriate to Context			
A. Use of vocabulary appropriate to register			
B. Use of a range of synonyms			
C. Use of unusual or new words in writing, speaking			
D. Willingness to seek meanings of unknown words			
E. Use of precise terms (e.g., *warm* instead of *a bit hot*)			
F. Appropriate use of specialist vocabulary (e.g., *body*, rather than *block*, of water when map reading)			
G. Use of vocabulary to create special effects			
H. Spillover of vocabulary from one context to another (e.g., words and phrases from material that has been read or heard occurring in writing or speech and vice versa)			

MARKERS	Absence of Use	Inconsistent Use or Approximation	Consistent Use
V. Control of Grammatical Options			
A. Appropriate use of tenses			
B. Appropriate use of pronouns			
C. Appropriate use of prepositions			
D. Absence of overgeneralizations (e.g., *runned, mouses*)			
E. Ability to paraphrase (high degree of control of syntax and vocabulary)			
F. Logical sentence construction			
VI. Sentence Complexity			
A. Young children use short, simple sentences, often joined by *and* and *then.*			
B. Mature language users may also make appropriate use of longer, more complex sentences by combining sentences and ideas (e.g., "The dog chased the cat. The cat lives next door," are two simple sentences. "The dog chased the cat THAT lives next door" is a more complex sentence).			
VII. The Range and Number of Conjunctions Used			
Conjunctions signal logical relationships between what comes before them and what comes after them. The range and type of conjunctions that are used regularly signal the kinds of logical connections that language users can articulate. Immature language users use a limited number of conjunctions and often use them inappropriately.			

MARKERS	Absence of Use	Inconsistent Use or Approximation	Consistent Use
VIII. Confidence in using Language in Different Language Contexts			
A. Willingness to share information during sharing/discussion sessions			
B. Willingness to volunteer comments and/or answer questions during sharing/discussion sessions			
C. Willingness to question others during sharing/discussion sessions			
D. Willingness to respond to questions and criticisms about own language products (pictures, written text, oral text)			
E. Willingness to use language for a variety of purposes and audiences			
F. Willingness to attempt new language tasks			
IX. Comprehension of What Has Been Heard or Read			
A. Understanding shown in answers to questions or associated activities			
B. How well the child's retelling reflects the original text in main ideas, balance or detail, theme, sequence			
C. Coherence of a learner's retelling of an experience to an audience			
1. LOW LEVEL: lists of unrelated items, no evidence of selection			
2. MODERATE LEVEL: some degree of coherence, some evidence of selection			
3. HIGH LEVEL: ability to select main points and generalize to other examples			

Permission granted from Cambourne, B. & Turbill, J. (1990). Assessment in whole-language classrooms: Theory into practice. The Elementary School Journal, 90(3), 337-349.

Curriculum C & I Instruction

Integrating Curriculum and Assessment

Support Materials Appendix D

Titles: **Running Reading Record**

Chapter 1 Technical Assistance Center
Research & Training Associates, Inc.
10950 Grandview Avenue, Suite 300, 34 Corporate Woods
Overland Park, KS 66210-1514
(800) 922-9031 FAX (913) 451-8190

RUNNING READING RECORD

"Everybody's reading behavior can be broken down under difficulties."
--Marie M. Clay

Record everything the student says and does as he/she reads the book you have chosen. Allow yourself two hours of initial practice. The more experience you give yourself taking running records the more you will notice about the students' reading behaviors.

Make a record of each child reading these book selections. Make a check mark (✓) for each correct response and record every error. A sample reading of 100 to 200 words from each text is required (approximately 10 minutes) unless the student is a beginning reader. Beginning readers can use simple texts: first readers or teacher-made or student-dictated text.

RECORDING THE RECORD:

1. Mark every word read correctly.

2. Record a wrong response with the text under it.

Student:	*home*
Text:	house

3. If a student tries several times to read a word, record his tries.

Student:	*here*	*h-*	*home*
Text:	house		

Sounding out may be recorded in lower case, and spelling the letters aloud in upper case N-O-T.

4. If a student succeeds in correcting a previous error this is recorded as "self-correction," written "SC."

Student:	*where*	*we*	*when*	*SC*
Text:	were			

B-A-21-11

5. If no response is given to a word, it is recorded with a dash. Insertion of a word is recorded over a dash.

No response: *Student:* -- | Text: house

Insertion: *Student:* *here* | Text: --

6. If the student is unable to proceed due to a previous error or he/she cannot attempt a word, tell the student the word (written "T").

Student:	*home*	
Text:	house	T

7. An appeal for help ("A") from the student is turned back to the child for further effort before using telling ("T") say, "You try it."

Student:	--	*A*	*here*
Text:	house	--	T

8. If the student becomes confused, the teacher may need to say, "Try that again," marking "TTA" on the record. No teaching is involved, but the teacher may indicate where the student should begin again.

Put square brackets around the first set of confused behavior and enter the TTA. Count the set as one error only and begin a fresh record of the problem text.

Student:	✓	*look*	*said*	✓	✓
Text:	Susan	went	with	the	headmaster

Timothy *TTA*
to

9. Repetition is not considered an error. It may confirm a previous attempt or result in self-correction. It is useful to record repetitions as it often indicates how much sorting out the child is doing. Record the repetition with "R" with R_2 or R_3 indicating the number of repetitions. If the student repeats a group of words, or returns to the beginning of the line, the point to which he/she returns is shown by an arrow.

Student:	*Here is the home*	*R*	*SC*
Text:	Here is the house		

10. Directional attack on the printed text is recorded by telling the child to "Read it with your finger." Indicate the direction taken by the student with an arrow.

Left to Right L → R Snaking
Right to Left L ← R Bottom to Top B → T

ANALYZING THE RECORD:

1. Credit the child with any correct or corrected words.

Student: *to the shops*
Text: for the bread
Score: x ✓ x Errors: 2

2. There is no penalty for trials which are eventually corrected.

Student: *want want went (SC)*
Text: went Errors: 0
Score: – – ✓ Self-correction: 1

Student: *where we when were (SC)*
Text: were Errors: 0
Score: – – – ✓ Self-correction: 1

3. Insertions add errors.

Student: *The train went toot toot toot*
Text: The little engine sighed Errors: 5
Score: ✓ x x x x x

4. However, the student can not receive a minus score for a page. Each word adds a point to the score. The lowest page score is 0.

5. Omissions. If a line or sentence is omitted, each word is counted as an error.

If a page is omitted, the words are <u>not</u> counted as errors. However, the number of words on that page must be deducted from the Running Words total before calculation.

6. Repeated errors. If the child makes an error (ran for run) and then substitutes this word repeatedly, it counts as an error every time; but substitution of the proper name is counted only once.

7. Multiple errors and self-corrections. If a student makes two or more errors (reads a phrase incorrectly) each word is an error. If he/she then corrects all these errors each corrected word is a self-correction.

8. Broken words. If a word is pronounced as two words (a/way), it is regarded as an error of pronunciation (and is correct) not as a reading error. Such things as "pitcher" for "picture" and "gonna for "going to" are counted as correct.

9. Inventions break down the scoring system. If the reader creatively produces his or her own version of the story, record "inventing" for the page, story, or book.

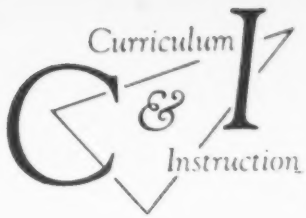
10. "Try that again" (recorded "TTA") is counted as one error and the second attempt is scored.

11. Fewest errors. If alternative ways of scoring apply, choose the method with fewest errors.

A. *Student:* *We went for the bread*
Text: You went to the shop for the bread. Errors: 6
Score: x ✓ x ✓ x x x x

B. *Student:* *We went for the bread*
Text: You went to the shop for the bread Errors: 4
Score: x ✓ x x x ✓ ✓ ✓ .

Clay, M. M. (1989). The early detection of reading difficulties. New Zealand: Heineman Education.



Integrating Curriculum and Assessment

Support Materials Appendix E

Titles: Matching Attributes to Methods

Chapter 1 Technical Assistance Center
Research & Training Associates, Inc.
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MATCHING ATTRIBUTES TO METHODS

THE TASK: For each attribute listed below, identify the assessment method(s) you would use in the classroom to find out which students are good readers and which need help. Which method(s) make sense to you, given the attribute to be assessed and the realities of life in classrooms? Also, if you think a particular method might work for a particular attribute, think briefly about what that assessment might look like.

ATTRIBUTES OF A GOOD READER	P&P	PB	PC
BEFORE READING			
Activate prior knowledge			
Understand task and set purpose			
Choose appropriate strategies			
DURING READING			
Focus attention			
Monitor their comprehension by: • knowing comprehension is occurring • knowing what is being understood			
Anticipate and predict			
Use fix-up strategies when lack of understanding occurs			
Use contextual analysis in order to understand new terms			
Use text structure to assist comprehension			
Organize and integrate new information			
AFTER READING			
Reflect on what was read			
Summarize major ideas			
Seek additional information from outside sources			
Feel success is a result of effort			

Stiggins, R. (1991). Assessing reading proficiency. Portland, OR: Northwest Regional Educational Laboratory. Adapted from A Guide to Curriculum Planning in Reading with permission from the Wisconsin Department of Public Instruction, 125 South Webster Street, Madison, WI 53702.

Curriculum C & I Instruction

Integrating Curriculum and Assessment

Support Materials
Appendix F

Titles: Planning for Comprehensive Assessment - Sample Planning Document

Planning for Comprehensive Assessment (blank form)

Chapter 1 Technical Assistance Center
Research & Training Associates, Inc.
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PLANNING FOR COMPREHENSIVE ASSESSMENT
Sample Planning Document

What do we want to know?	How will we find it out?		How will we organize the information for evaluation?
	Paper & Pencil	Performance/Personal Communication	
Reading Comprehension			
Does the student use prediction?	Cloze test	Prediction guide	Anecdotal record Checklist
		Paired reading - observation	
		Directed Reading Thinking Activity (DRTA)	
		Students write predictions	
Math problem solving		KWL Strategy	
Does the student choose an appropriate strategy to solve a problem?		Interview	Checklist/rating scale
		Self-assessment	
		Learning log	
Attitudes toward problem solving			
Does the student's attitudes towards problem solving improve?		Teacher interviews student	Problem-solving checklist/pretest and posttest

PLANNING FOR COMPREHENSIVE ASSESSMENT

What do we want to know?	How will we find it out?		How will we organize the information for evaluation?
	Paper & Pencil	Performance/Personal Communication	

Curriculum C & I Instruction

Integrating Curriculum and Assessment

Support Materials Appendix G

Titles: **Aggregating Data for Desired Outcomes**
Examples

Chapter 1 Technical Assistance Center
Research & Training Associates, Inc.
10950 Grandview Avenue, Suite 300, 34 Corporate Woods
Overland Park, KS 66210-1514
(800) 922-9031 FAX (913) 451-8190

Curriculum & Instruction

AGGREGATING DATA

FOR

DESIRED OUTCOMES

EXAMPLES

Chapter 1 Technical Assistance Center
Research & Training Associates, Inc.
10950 Grandview Avenue, Suite 300, 34 Corporate Woods
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(800) 922-9031 FAX (913) 451-8190

PROBLEM-SOLVING OBSERVATION RATING SCALE

Data Aggregation Form

Chapter 1 Student	Student Improvement on Items							Number Improved	Percent Improved
	1	2	3	4	5	6	7		
Rick	Y	Y	Y	Y	Y	Y	Y	7	100
Lauren	N	Y	Y	N	Y	Y	Y	5	71
Grant	N	Y	Y	N	Y	Y	Y	5	71
Charles	Y	N	Y	Y	Y	Y	Y	6	86
Jackie	Y	Y	Y	Y	Y	Y	Y	7	100
Sheila	N	N	N	N	Y	N	N	1	14
William	N	Y	Y	N	Y	N	Y	4	57
Marie	Y	N	Y	Y	Y	Y	Y	6	86
Yetta	Y	Y	Y	Y	Y	Y	Y	7	100
Ken	Y	Y	Y	Y	Y	Y	Y	7	100
Percent Improved	**60**	**70**	**90**	**60**	**100**	**80**	**90**	—	**79**

Example of Desired Outcome:

1: 80 percent of Chapter 1 students will improve on at least 5 of 7 rated items.

PROBLEM-SOLVING
OBSERVATION RATING SCALE

Student Rick

Date May, 1991

	Almost Always	Sometimes	Almost Never
1. Selects appropriate solution strategies		✓	
2. Accurately implements solution strategies		✓	
3. Tries a different solution strategy when stuck (without help from the teacher)			✓
4. Approaches problems in a systematic manner (clarifies the question, identifies needed data, solves, and checks)			✓
5. Shows a willingness to try problems		✓	
6. Demonstrates self-confidence			✓
7. Perseveres in problem-solving attempts			✓

Adapted from: Charles, R., Lester, F., & O'Daffer, P. (1987). How to evaluate progress in problem-solving. Reston, VA: National Council of Teachers of Mathematics. Reprinted by permission of publisher.

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PROBLEM-SOLVING ATTITUDES

Data Aggregation Form

Student	Pretest Score	Post-Test Score	Gain	% Increase/ Decrease
Rick	13	16	3	23
Lauren	14	16	2	14
Grant	15	19	4	27
Charles	10	18	8	80
Jackie	12	16	4	33
Sheila	8	9	1	13
William	7	12	5	71
Marie	11	15	4	36
Yetta	15	18	3	20
Ken	13	17	4	31
Average	**11.8**	**15.6**	**3.8**	**35**

Examples of Other Desired Outcomes:

1: All Chapter 1 students will report improved attitudes toward math problem solving.

2: 80 percent of Chapter 1 students will demonstrate an increase of at least four items measuring problem-solving attitudes.

SELF-ASSESSMENT INVENTORY FOR PROBLEM-SOLVING ATTITUDES

Directions: Pretend that you have been given some math word problems to solve. Mark T for true or F for false for each statement.

		Key	Score[1]
F 1.	I will put down any answer just to be finished with a problem.	F	1
T 2.	It is fun to try to solve problems.	T	1
T 3.	I will try almost any problem.	T	1
F 4.	When I do not get the answer right away, I give up.	F	1
T 5.	I like to try hard problems.	T	1
F 6.	My ideas about how to solve hard problems are not as good as other students' ideas.	F	1
T 7.	I can only do problems that everyone else can do.	F	0
F 8.	I will not stop working on a problem until I get an answer.	T	0
T 9.	I am sure I can solve most problems.	T	1
F 10.	I will work a long time on a problem.	T	0
T 11.	I am better than many students at solving problems.	T	1
F 12.	I need someone to help me work on problems.	F	1
T 13.	I can solve most hard problems.	T	1
F 14.	There are some problems I will just not try.	F	1
T 15.	I don't like to try problems that are hard to understand.	F	0
F 16.	I will keep working on a problem until I get it right.	T	0
T 17.	I like to solve problems.	T	1
F 18.	I give up on problems right away.	F	1
T 19.	Most problems are hard for me to solve.	F	0
F 20.	I am a good problem solver.	T	0
		Total Score	13

[1] 0 = Answer does not correspond to key
1 = Answer corresponds to key

Adapted from: Charles, R., Lester, F., & O'Daffer, P. (1987). How to evaluate progress in problem solving. Reston, VA: National Council of Teachers of Mathematics.

MARKERS OF CONTROL OF LANGUAGE CHECKLIST

Data Aggregation Form

Students	I	II	III	IV	V	VI	VII	VIII	IX	Total
No. of Items	**3**	**8**	**8**	**8**	**6**	**2**	**1**	**6**	**3**	**45**
Rick	1	0	3	3	2	0	0	1	0	10
Lauren	1	2	2	3	2	1	0	2	0	13
Grant	0	2	2	3	2	1	0	2	0	12
Charles	0	2	2	2	1	0	0	2	1	10
Jackie	0	1	0	2	0	0	0	1	1	5
Sheila	2	4	4	5	3	1	1	3	2	25
William	2	5	5	6	3	1	1	3	2	28
Marie	0	2	1	1	1	0	0	1	1	7
Yetta	0	1	1	1	1	0	0	1	0	5
Ken	0	1	1	1	1	0	0	1	0	5
Total	**6**	**20**	**21**	**27**	**16**	**4**	**2**	**17**	**7**	**120**
Percent "Absence of Use"	**20**	**25**	**26**	**34**	**27**	**20**	**20**	**29**	**23**	**27**

Example of Desired Outcome:

1: 80 percent of Chapter 1 students will demonstrate an "absence of use" of markers of language control in fewer than 30 percent of rated areas appropriate to grade level.

TEACHER ASSESSMENT OF CHAPTER 1 STUDENT EXPERIENCE AS A READER

Data Aggregation Form

Chapter 1 Students	Pretest Assessment	Post-test Assessment	Met Desired Outcome Standard #1?
Rick	1	2	Y
Lauren	2	3	Y
Grant	3	4	Y
Charles	2	3	Y
Jackie	3	3	N
Sheila	1	1	N
William	1	2	Y
Marie	2	3	Y
Yetta	2	3	Y
Ken	3	4	Y
Was substantial progress demonstrated?			8/10 = 80% Yes

Example of Desired Outcome:

1: 80 percent of students will improve at least one level in "experience as a reader."

BECOMING A READER: READING SCALE 1

DEPENDENCE

1 Beginning Reader	A reader who uses just a few successful strategies for tackling print independently. Relies on having another person read the text aloud. May still be unaware that text carries meaning.
2 Not-Yet-Fluent-Reader	A reader who tackles known and predictable texts with growing confidence but still needs support with new and unfamiliar ones. Has growing ability to predict meanings and is developing strategies to check predictions against other cues such as the illustrations and the print itself.
3 Moderately Fluent Reader	A reader who is well-launched on reading but still needs to return to a familiar range of texts. At the same time, is beginning to explore new kinds of texts independently. Is beginning to read silently.
4 Fluent Reader	A capable reader who now approaches familiar texts with confidence but still needs support with unfamiliar materials. Is beginning to draw inferences from books and stories read independently. Chooses to read silently.
5 Exceptionally Fluent Reader	An avid and independent reader who is making choices from a wide range of materials. Is able to appreciate nuances and subtlety in text.

INDEPENDENCE

Published as a component of Portfolio Assessment and Chapter 1: The California Learning Record, a project funded by the Compensatory Education Office, California Department of Education. Dr. Mary A. Barr (619-534-4430) and Dr. Jacqueline Cheong (415-565-3078), codirectors.

EXPERIENCE AS A READER ACROSS THE CURRICULUM: READING SCALE 2

INEXPERIENCED

1 Inexperienced Reader	A reader with limited experience. Generally chooses to read very easy and familiar texts where illustrations play an important part. Has difficulty with any unfamiliar material and yet may be able to read own dictated texts confidently. Needs a great deal of support with the reading demands of the classroom. Is overly independent on one strategy when reading aloud; often reads word by word. Rarely chooses to read for pleasure.
2 Less Experienced Reader	A reader who is developing fluency and reading certain kinds of materials with confidence. Usually chooses short books with simple, narrative shapes and with illustrations. May read these silently; often re-reads favorite books. Reading for pleasure often includes comics and magazines. Needs help with the reading demands of the classroom and especially with using reference and information books.
3 Moderately Experienced Reader	A confident reader who feels at home with books. Generally reads silently and is developing stamina as a reader. Is able to read for longer periods and cope with more demanding texts, including children's novels. Is willing to reflect on reading and often uses reading in own learning. Selects books independently and can use information books and materials for straightforward reference purposes but still needs help with unfamiliar materials, particularly non-narrative prose.
4 Experienced Reader	A self-motivated, confident and experienced reader who may be pursuing particular interests through reading. Capable of tackling some demanding texts and can cope well with the reading of the curriculum. Reads thoughtfully and appreciates shades of meaning. Capable of locating and drawing on a variety of sources in order to research a topic independently.
5 Exceptionally Experienced Reader	An enthusiastic and reflective reader who has strong established tastes in fiction and/or nonfiction. Enjoys pursuing own reading interests independently. Can handle a wide range and variety of texts, including some adult materials. Recognizes that different kinds of text require different styles of reading. Able to evaluate evidence drawn from a variety of information sources. Is developing critical awareness as a reader.

EXPERIENCED

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EXPERIENCE AS A READER ACROSS THE CURRICULUM: SECONDARY

INEXPERIENCED

1 Inexperienced Reader	With limited experience as a reader, this reader generally chooses to read easy, brief texts. Has difficulty with any unfamiliar material. Needs a great deal of support with the reading demands of the classroom. Rarely chooses to read for pleasure.
2 Less Experienced Reader	A reader who is developing fluency and reading certain kinds of materials with confidence. Usually chooses short books with simple, narrative shapes. Reading for pleasure often includes comics and special interest magazines. Needs help with the reading demands of the class and especially with reading complex literature and using reference and other informational text.
3 Moderately Experienced Reader	A confident reader who feels at home with books and is developing stamina as a reader. Is able to read for longer periods and cope with more demanding texts, including novels and poetry. Willing to reflect on reading and often uses reading in his/her own learning. Selects books independently and can read juvenile fiction and nonfiction. Can use information books and materials for straightforward reference purposes but still needs help with unfamiliar material.
4 Experienced Reader	A self-motivated, confident and experienced reader who may be pursuing particular interests through reading. Capable of tackling some demanding texts, she or he can cope well with the reading in class. Reads thoughtfully and appreciates shades of meaning. Capable of locating and drawing on a variety of sources in order to research a topic independently.
5 Exceptionally Experienced Reader	An enthusiastic and reflective reader who has strong established tastes in fiction and/or nonfiction. Enjoys pursuing personal reading interests independently. Can handle a wide range and variety of texts, including some adult material. Recognizes that different kinds of texts evoke different reading stances. Able to evaluate evidence drawn from a variety of information sources. Is developing critical awareness as a reader.

EXPERIENCED

Published as a component of Portfolio Assessment and Chapter 1: The California Learning Record, a project funded by the Compensatory Education Office, California Department of Education. Dr. Mary A. Barr (619-534-4430) and Dr. Jacqueline Cheong (415-565-3078), codirectors.

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